

There is no surer way of coming under fire than to put forward a deliberate compromise. By definition a middle way does not satisfy anyone who starts with strong partisan convictions. This is as true about the tangled mess of secondary education in this country as about anything else. A compromise seeks to thread a narrow path between adamant but opposing certainties. And it almost inevitably means accepting and even valuing the messiness of life on the ground, instead of sticking to the clear-cut simplicities of an ideal world of polemic.

It is important, therefore, in taking up again the theme of an earlier article, to begin by repeating in carefully limited terms, the nub of what I wrote on April 18: I advocated that if there is to be legislation on the comprehensive issue, the government

"should adopt a self-defining ordinance and be content with a new law which insists on a comprehensive middle school for 11 to 14. Beyond 14 it might be the Secretary of State's preferred policy that authorities should go for the full comprehensive option... but this should not be determined by law, which could continue to permit a rich variety of post-14 solutions in school and in FE."

Note that this is something quite different from what some correspondents have read into it. It is not a recipe for a mandatory 14-plus. It is not another universal plan. It is not presented as a logically consistent pattern which avoids all anomalies. It is rather an acceptance of the expediency of one set of anomalies alongside others, as an alternative to the inevitable reaction which will follow from the unnecessary use of state power to shatter a walnut.

If this is to ask the Government and the protagonists of the comprehensive school to be content with something less than the whole hog, it also demands from the Conservatives and the grammar school lobby a frank recognition that the age of 11 is far too early to separate children into different types of secondary school. So far, though various Tory MPs sought to use the April article for their own purposes in a recent Commons debate, the spirit of compromise has not persuaded Mr St John-Stevens and his friends even this far.

As a party, the Tories at Westminster are actually further away from discovering the 11-plus than they were 10 years ago. Their latest attempt to work divisions behind a time-honoured call for another committee of inquiry carries no conviction whatever; there is not, after all, much point in a see-through figleaf.

Plainly there are snags attached to every formula: where separate schools were allowed to continue at 14 there could well be difficulties about how places in the different institutions were to be allocated. There must, logically, be reasons to suppose that it would be easier to operate self-selection at 14 than at 11, because by 14 a good deal of self-selection has, in any case, already begun to happen. But it would be absurd to pretend that this particular pattern would not have its own drawbacks—including the risk that some schools in some areas would be labelled "sink schools".

All I am saying is that these snags have to be balanced against others—including the reduction of real opportunity which will follow if direct grant schools leave the public sector, and the fact that in any case, a formally comprehensive system is no guarantee against marked differences in quality between schools. Some schools will certainly collect a disproportionate share of the world's problems and suffer the cumulative damage to reputation and morale which characterizes "sink schools", however designated.

What we have to deal with is an interim situation of indecisive duration. With the prospect of shrinking funds and little, if any, money for school building earmarked for secondary re-organization, there is no hope whatever of avoiding improvisation and making do.

The long-term direction of policy is indisputable, and provides one of the potential ingredients in a new consensus for this confused interim period. There cannot be much doubt that for most pupils, comprehensive schooling on one form or another till 16 is going to be the pattern. Nor yet that if elegant pattern-making were possible for a super-secretary of state, something on the lines of Lord Alexander's tertiary structure, embracing all full and part-time education from the 16 to 19 years, would have enormous attraction. But only someone who is obsessed with the long-term obscures any feeling for the present could argue that this is a reason for not making the best available use of what we have got now, and will have to live with for some time to come.

I have argued that if we simply press on regardless, in pursuit of a single principle—that of non-segregation into separate schools—then we shall fairly soon be dissatisfied with what we have got, and begin to reintroduce disguised forms of specialized institution or selective treatment, or by one device or another, seek to counter the negative consequences of the neighbourhood school.

Some of these—like special summer schools which may give some London sixth-formers a glimpse of the excitement of scholarship they will never otherwise have a chance to experience—will cause no offence to the most



'Just because the best has proved to be the enemy of the good, there is no reason to reject what now passes for excellence—only to seek ways of mitigating the undesirable by-products'

In the light of his 'middle-way' suggestion, Stuart Maclure reviews the state of the comprehensive debate and looks to the next step

Oh, yes, we have our cake and eat it

egalitarian critic. Others will be much more controversial. If education authorities are tempted to ape Eastern Europe and create specialist institutions for science or mathematics in modern languages or advanced skills in FE, and extend the logic which now permits music and ballet to justify early selection and special treatment, to forms of intellectual activity.

Already at the other end of the specialist spectrum a sprinkling of truant centres, half-way houses and "sanctuaries" have come into being to provide specialized education for some who do not fit into existing secondary schools. No one could, by any stretch of imagination, call them comprehensive schools. It is fairly clear that any serious attempt to develop new alternatives at the secondary level—any attempt to meet the free schools on their own ground as occasional options within the maintained system—will also produce specialist institutions which could only be whimsically described as comprehensive.

I suppose it is inevitable that the political argument should get stuck on the question of organization—whether the age at which separate, specialized institutions should be allowed, should be 11 or 14 or 16 or 18-plus. But there is no reason why the educational argument should be similarly restricted to bricks and mortar and administrative regulations. Nothing would be more welcome than if, as Norman Evans suggested in these columns last week, we could move on to consider the more interesting questions of what people should actually do, given that they are to spend their time in a school of some sort.

It is the extension of opportunity and enlargements of the routes by which individual boys and girls can simultaneously achieve more control over their own lives and contribute more to the commonwealth which is the object in view, not a narrow egalitarianism which concentrates on seeing that an unchanging number of lipflops are dished out more fairly.

It is easy to be tempted into rash generalization about the fundamental weaknesses of our system of education which seems to be

caught up, in an inextricable web of causes and consequences, with the dismal story of the long-term secular decline of Britain's industrial position, and the failure to produce political solutions to deep-seated social problems. What is plain is that in English education the best has been the enemy of the good. The best has borne the marks of excellence and there are the Nobel prizes to show for it, disproportionate in number to the population of these islands.

But there is a reverse side to the coin of excellence—the poor showing in other respects: the small proportion of the nation's boys and girls who pursue education beyond 16; the suspicion we all share, though cannot pinpoint, that one ingredient in the current British malaise is to be found in the failure of the education system to make an adequate contribution to the revitalization of the economy and society in general.

There is, of course, a chicken-and-egg argument because it is obvious that the failures of the education system are as much a part of the malaise as a contributor to it. But it is high time we recognized that the excellence and the mediocrity are part and parcel of the same educational deal: that the B.M.C. showpiece of Britain's industrial weakness is less than five miles from All Souls; that a much higher priority needs to be given to our educational thinking and policy-making in the constructive contribution which educational reform can make to the battery of skills—technological, managerial, social and political—in which we are currently deficient.

It cannot be said that these skills have been emphasized in much of the comprehensive debate so far by either side: both have continued to speak as if the main object of education was to keep people as far away from the world of work for as long as possible, and then to help them enter it in the most comfortable and congenial way.

Criticism along this line point unmistakably in the direction of radical reform, of which the abolition of the 11-plus is an essential part. But just because the best has proved to be the enemy of the good, there

is no reason to reject what now passes for excellence—only to seek ways of mitigating the undesirable by-products. If this looks like arguing that we must have our cake and eat it, it is not. It is not a recipe for a mandatory 14-plus. It is not another universal plan. It is not presented as a logically consistent pattern which avoids all anomalies. It is rather an acceptance of the expediency of one set of anomalies alongside others, as an alternative to the inevitable reaction which will follow from the unnecessary use of state power to shatter a walnut.

It is this which gives so much importance to the back-lash discussion now going on about a common examination at 16-plus. Certificate of Extended Education and reform of the present A level structure.

It would not be difficult to get wide acceptance for the idea of some sort of common core curriculum to about 14—not a series of identical timetables but, in the phrase now coming into fashion, some general agreement on the kinds of competencies which can reasonably be expected by the end of the first cycle of secondary education, and of kind of programme which this implies in significant fraction of the time each pupil spends in school.

If this sounds reminiscent of Rhodes B. son, this is no reason to reject what is, in itself, particularly controversial—the controversy would only arise over what meaning instruments are, or are not, created: see how these "reasonable expectations" being met, and the use which is made of such monitoring.

But what happens after 14? Is there a continuation of the common curriculum leading to a common examination at 16? Or this the point when a wide range of realistic options should open up? And in how can you provide a rich diversified world of work as well as the world of continued education? It is much easier to write in glowing phrases about a variety of options than to follow through the detail of a curriculum which should open up to the reform of industrial training and apprenticeship which this entails. But we suggest that any form of common curriculum at 16 would have to be sufficiently flexible in conception to accommodate differing groups of candidates. And one it is held to be technically possible to accommodate the existing C.E.E. O level and G.C.E. A level, it must be doubted if this could be done without maintaining a restrictive neck at 16, and discouraging the kind of differentiation which at our stage of cultural development we need to start at 16.

At one extreme there will be those capable of rigorous academic study; can profit from traditional methods of learning and teaching as long as the school is able to offer it. At the other, from 15 onwards at any rate, there will be those whose connection with the school becomes pre-tenacious: some having chosen to spend more and more time on limited courses or on industrial experience; others, though registered at school, being allowed to work in other forms of more or less voluntary activity.

A few points stand out as worthy of further exploration: ● School and work: There is already said to be a study of the last year at school and first year at work in hand by the DES and the Department of Employment. The Manpower Services Commission and the Training Services Agency are deeply involved in the review of the training of young workers. See the important TSA report published on Tuesday (page 3).

It is absolutely essential that the reform of industrial training and vocational and pre-vocational education should go hand in hand, and that the too obvious risks of inter-departmental strife should be avoided. We shall not get the secondary school curriculum right unless attitudes change on both sides. The experience of the past 15 years has not been encouraging. But it is just because achievement up to now has been so modest that we must somehow make a new start.

● Before we launch into a 16-plus examination we should look at a scheme of grades and credits which could enable pupils to be accumulated over a longer period of time and by more diverse forms of activity. These might include traditional school studies, industrial training with completed vocational education, Alec Dismonty social service assignments, leading in the end to a form of graduation much broader in concept than either A levels or CEE.

● A renewed effort should be made to separate university and higher education entrance procedures from a terminal examination from the secondary schools.

● A common clearing house should be set up for higher education: this should publish detailed statistics about faculty entrance standards which in time would bring about a realistic recognition of the full spectrum of available courses and institutions, and bring to a decorous end the myth that a degree is a degree is a degree.



Children from Trencham Infants School, Brockley, London, paint the hoardings round the frozen market at Queen's Garden at the invitation of the Greater London Council.

£15m to help school leavers

by Stephen Cohen

Up to 7,000 unemployed school leavers and other young people out of work are to be helped by the Manpower Services Commission in a new £15m scheme announced this week.

Extra places are to be provided on one-year craft and technician training courses which should keep the young people off the streets and out of the unemployment queues.

They will be paid £15 a week tax-free while on the course, but there is no guarantee of a job afterwards. Five industrial training boards—in engineering, construction, shipbuilding, commerce, and local government—are taking part. Places will be offered to young people from this month.

The measure is part of an anti-unemployment package, and the cost will be met from the extra £50 million which the Chancellor of the Exchequer allocated in his last budget to employment and training programmes over the next two years. Sir Denis Barber, chairman of the

Manpower Services Commission, said the aim was "first, to help school leavers and other young people who would have been unable to get jobs at training this year, because of recession; second, to help ensure a reasonable supply of skilled workers when the economy picks up."

"We do not pretend we can solve the problems of unemployment," he said, "but we do believe that we can make a measurable and effective contribution towards helping industry and individuals overcome some of its worst effects by expanding industrial training."

"The measure announced today is a first step in this direction." The Manpower Services Commission also plans other schemes. The construction industry, which has been particularly hard hit by the recession, will receive special help, and employers will be paid £300 for each additional young person they recruit for training. Secondly, the Training Services Agency will look at ways of helping

those apprentices and trainees who have been made redundant or found their courses finished, before they are to be given to employers for a maximum of six months in each additional sandwich course place they make available.

In addition, the Training Opportunities Scheme—which provides training for the unemployed of those who wish to change their jobs—will be expanded from 20,000 places to 40,000. Six of the extra places will be for unemployed school leavers.

More courses staff at labour exchanges and jobcentres will be taken on in co-operation with the scheme. A spokesman for the DES said that by the end of the year there could be more than 100,000 people employed than any other category. "If it is going to get worse in the autumn, it is going to be even worse for the young. These are immediate special measures to tackle unemployment among youth," he said. TSA report page 6

NUT now wary of crying wolf on jobs

by Sue Cantello

The National Union of Teachers is now playing down the possibility of massive teacher unemployment, despite predictions that up to 6,000 teachers may be unable to find posts in September.

Mr Fred Jarvis, general secretary of the NUT, told a press conference on Monday that the union would not be "hysterical" about the "threat" of teachers out of work this autumn. An NUT survey on waiting lists showed that job prospects for teachers were grimmer this year than they had ever been before, but he added that the NUT had been caught crying wolf in the past and were taking no chances this time.

His survey shows that a number of authorities are employing below the teacher quota laid down for them by the Department of Education and Science. Many are also cutting back on the employment of part-timers and most of them will be unable to improve their pupil teacher ratios next year.

Only 31 of the 104 authorities in England and Wales replied to the NUT questionnaire. In many cases they did not provide the figures for last year so a comparison was impossible. This could be one reason why the NUT are taking such a cautious line.

Mr Jarvis said his union was "likely to declare a dispute" with authorities such as Bradford and Derbyshire who are planning particularly stiff cuts in staffing.

The alternative to an official dispute under the collective bargaining procedure would be "some form of industrial action by the class". This could lead to part-

time education in some areas with thousands of children being sent home. No definite decisions had yet been made.

"Even a standstill on jobs would be adverse in terms of the employment prospects of newly qualified teachers. And the country should be employing the teachers now coming out of the colleges because it was never the Government's intention that they should be unemployed. Yet when we saw Mr Fred Mulley, the Education Secretary, last week we found his officials less confident about job prospects than before."

Mr Jarvis said authorities usually tended to give priority to newly qualified teachers when this was possible. The people likely to be hit the hardest were part-timers and married women returners. There was evidence that some authorities were offering on quota posts to teachers who were now off the quota, which would mean fewer opportunities for the newly trained.

Mr Alan Evans, head of the NUT's education department, said there were now "virtually no vacancies left in primary schools anywhere in the country."

"There has never been a time when schools have had such a choice of staff. And even in the secondary schools there is considerable competition for jobs. I am one of the governors of a London secondary school and the other day we found we had four applicants for a Scale One maths post. I've never known this before."

TES teacher employment survey page 7.

An announcement

University of London Press

The English Universities Press

Brockhampton Press

From 1st July all our new publications will bear the one imprint Hodder & Stoughton, and we shall cease to publish under our individual names.

The University of London Press has in fact been part of the Hodder group since 1910, and the English Universities Press and Brockhampton Press were created by Hodders in 1934 and 1939 respectively. Thus the one imprint implies no merger or takeover.

Until now we have appeared to many to be three quite separate publishing houses unrelated to Hodder & Stoughton, but we feel the time has come when we should be seen by the general public as well as by educationists, librarians and booksellers for what we really are—a group of publishers with diverse lists but with the resilience and strength of one organisation.

The first manifestation of our name-changes will be on our new seasonal catalogues which are available from:

Hodder & Stoughton Educational

Dept. E1023, St. Paul's House, Warwick Lane, London EC4P 4AH

(previously University of London Press and The English Universities Press)

Hodder & Stoughton Children's Books

Saltbury Road, Leicester LE1 7QS

(previously Brockhampton Press)

Handwritten text: "The first manifestation of our name-changes will be on our new seasonal catalogues which are available from:"

London borough to 'advise' the ILEA

The Inner London borough of Islington have set up their own education committee. It is thought to be the first of its kind in the history of local government.

The committee, which met for the first time on Tuesday, has no statutory or executive powers. It has been set up by a unilateral decision of the borough council in order to serve as an advisory body to the council and to the Inner London Education Authority.

Although area education advisory committees representing groups of municipalities are now functioning outside London, they have in each case been set up and staffed by the local council. The Islington committee is an official committee of the borough council, which will be serviced by a secretary of 10 of the council's own officers.

Islington are one of the 23 municipalities which replaced the 27 metropolitan boroughs of the administrative county of London 10 years ago. Neither the old nor the new boroughs have ever had any responsibility for London's education, which passed intact in 1965

from the defunct London County Council to the newly set up ILEA. Islington's move does not appear to be intended to challenge this arrangement. The Labour-controlled borough's ILEA representative, Mrs Anne Page, will serve ex-officio as chairman of the committee.

But the existence of the new body—particularly if, like other Islington initiatives, it is copied elsewhere in London—is bound to encourage those who would like to see the ILEA's functions handed over to the boroughs.

The effectiveness of the Islington committee will be watched closely by the members of a working party which has just been set up by ILEA's Labour majority to consider the structure of the authority.

Earlier proposals to devolve much of the County Hall decision-making and administrative apparatus to strengthened divisional teams have had to be shelved because of bureaucratic considerations. The working party will be looking for other ways of making the world's biggest educational administration less cumbersome.

More part-time students

Universities will soon be forced to take in many more part-time students because of financial constraints, Dr John Love, head of educational structures at the OECD, told a national conference on continuing education in Oxford this week.

Universities had always been conservative and resistant to reforms, he said, but the notion of recurrent education was unthinkable without a general shift in emphasis from full-time to part-time education.

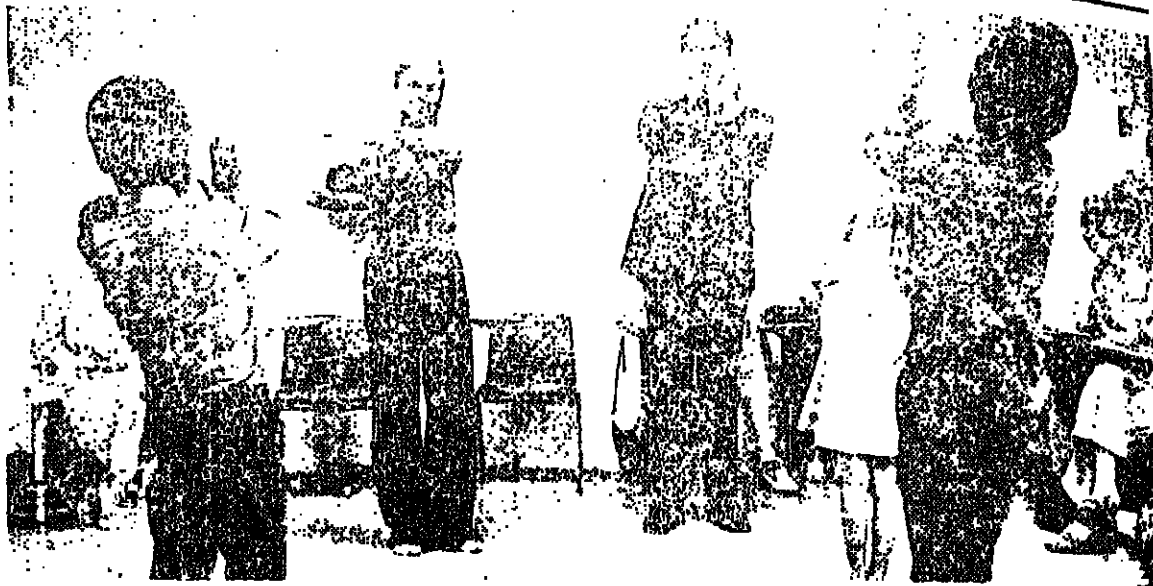
"For financial and other reasons, however, universities may now be willing to change their minds. It is significant that in Canada and the United States where there is a

dramatic fall-off in enrolment figures, colleges are filling up with part-time adult students."

Only a firm financial commitment by the Government to adult education, with a policy of positive discrimination between different groups of people and different regions would involve those in adult education who most needed it.

The conference was organized by a steering committee including representatives of the national adult education organizations, the Open University, the broadcasting authorities, the TUC and the press.

Times Higher Education Supplement.



Dr. Alex Barnatane and children demonstrate his Body-Image Communication Programme.

Mixed-handed have reading problems

by Mary Hoffman

"Specific reading retardation", which some people preferred to call dyslexia, had nothing to do with IQ, Professor Michael Rutter, of the Institute of Psychiatry, told a conference on children with reading and spelling difficulties in London last week.

Most common among boys it was much more likely to occur in children whose parents had reading difficulties themselves.

Dr Margaret Newton, of the University of Aston in Birmingham, said the "predisposition to acquire written language" was more likely to be present in right-handed children, who perceived order and sequence and recognized patterns correctly.

These children, 67.7 per cent of the population, were the lucky ones when it came to reading and even the left-handed four per cent would probably have little difficulty once they realized that air writing system was left-right oriented.

It was the 28 per cent of "mixed handed" who suffered directional conflicts and confusion and who were most likely to have reading and spelling difficulties. They were unable to tell the days of the week or months of the year in the correct order. Progress in maths could be affected. They

tended to write the wrong number down although knowing the right answer.

Dr Alex Barnatane, former director of the defunct World-Image Centre in London and now director of the Children's Learning Centre in Miami, confirmed the Aston team's findings that "the majority of children with reading problems are superior in spatial ability to the ordinary child". These children, the largest category admitted to the centre, transposed letters, did mirror writing and had difficulty associating sounds with symbols.

Dr Barnatane insisted that spelling was not a matter of visual sequencing. "The look-and-say method of teaching reading is not look and say at all. All that happens is that the child is doing the auditory-vocal work for you."

His learning centre also teaches through the Body-Image Communication Programme, developed by Dr Barnatane's wife, Mary, which was demonstrated by a group of children. The programme aims to develop spatial awareness and motor control and to train memory.

Each child stands on a cross marked on the floor and responds

to arbitrary codes such as: right equals brown, left equals yellow, jump with two feet equals button. Codes are switched repeatedly to "facilitate the rapid sorting and confusing materials" which is necessary for learning to read.

This practical demonstration of stratagem was in line with the intention of the North London Lexia Association who organized a three-day conference. Vernon Sullivan, its chairman, who has two left-handed children, welcomed "the new way from pedantic quibbling and the use of names", but a few delegates were not convinced that the

Castles, Dagenham, explained: "If you are Susan Hampshire, you're dyslexic, but if you are a child in Deptford, you're not."

But Professor Jack Tizard, of the Institute of Education, who has recorded as being "highly sceptical" that the disorder of dyslexia had been scientifically identified, was prepared to use the term "if useful talking point for action". He urged parents to pressure local education authorities into providing remedial teaching for dyslexic children.

Board reshuffle in moves to solve bookshop cash crisis

by John Gretton and Mark Jackson

Twenty leading publishers have been asked by Dillon's, the London University-owned bookshop chain, to help the company to weather a cash-flow and management crisis which has threatened its existence.

A new chairman and a new managing director, appointed during the past month by the court of the university, have embarked on a crash reorganization of the sales, accounting, and stocking methods, and are planning major changes in the financial and staff relations policies, including the appointment of worker directors.

Dillon's, which was set up as a charitable trust by London University nearly 30 years ago, now sells more than £2,500,000 worth of books a year from its main bookshop in Vauxhall Street and seven campus branches. It made a small profit last year, but faces a loss of £57,000 in the financial year ending next month.

But the immediate threat to the company is not the deficit—which the university is expected to cover—but its inability to find enough cash to pay its current bills. During recent weeks several major publishers, including Heinemann Educational and the Book Centre, have cut off credit: one publisher is owed about £30,000.

Last week Mr Ken Stephenson, Dillon's new chairman, persuaded a meeting of the 30 creditor firms to grant Dillon's extended credit terms and to consider taking back a quarter of the total stock of nearly £400,000 worth of books.

He explained that a major factor in the company's crisis was the large amount owed by its big customers. Among the worst offenders are the schools. It is known in the trade that educational booksellers are

having an increasingly tough time, and that slow payment by institutional customers is becoming a grave problem for many of them. A. Brown and Sons of Hull are owed up to £300,000 mainly by local authorities for books and other educational equipment, and W. H. Smith have closed two of the three Bowes and Bowes bookshops they own in Cambridge.

But Mr John Shutter, Dillon's new managing director, says that while the defects of university accounting procedures in London and elsewhere create long delays or lead to loss of revenue, the company's main problem lies in its own longstanding lack of effective credit controls and systematic supervision.

Mr Peter Parker, the university court member who has been chairman since 1965, and the deputy chairman, Una Dillon, who originally set up the business for the university, resigned on June 10. A few days later Mr Peter Stockman relinquished his post as group managing director, and became a part-time director.

Mr Stephenson is chairman of Butterworths and Hamlyn's, with a considerable reputation as a "company doctor". Mr Shutter who replaces Mr Stockman is a former W. H. Smith executive and a specialist in staff relations, who was called in to advise the Dillon's board on a consultancy basis only two months ago. Sir Douglas Logan, principal of London University, has been elected deputy chairman.

An important factor in precipitating the management changes was a report presented to the board on the decline of sales to London University's own colleges and libraries. The report was the substance of a bank overdraft on the strength of Dillon's stocks and the money owed.

company's middle managers, who estimated that Dillon's was only getting about a tenth of the £1m. or so which the university spends yearly on books.

Most of the librarians and acquisitions officers questioned for the survey said they had stopped dealing with Dillon's or cut down on their order, because of inefficiency on the part of the bookshop. Some complained of the accounting, but most talked of "appalling" service and "chaos" never dealing with orders, which they said had grown worse during the past two years.

A minority praised the company's service, or said that other booksellers were no better. One of the principal university schools refused even to see anyone from Dillon's.

The managers reported to the board that they considered the complaints were "perfectly justified". A special department has now been set up to look after the London University business, and steps are being taken to improve service to the big institutions generally. Mr Shutter says that while he would welcome any reasonable influence that the court of the university could bring to bear on the colleges, "we've got to tackle the situation ourselves by improving our service and getting the business". Representatives of the staff say they are fully behind this drive.

Whether the university can, within the terms of its own charter, spend money on financing the deficit operation of a trading company such as Dillon's is also not clear to the new management. But they are more concerned for the moment to secure enough working capital to continue trading. They are looking to negotiating a substantial bank overdraft on the strength of Dillon's stocks and the money owed.

Lecturers could lose their 24pc pay rise

The 21 per cent pay rise expected by university teachers in October may be cut back to 10 per cent or be lost altogether after the Chancellor of the Exchequer's announcement this week.

University lecturers had been promised a rise in October to compensate them for increases in the cost of living, subject to whatever Government pay policy would be in operation at the time.

But Mr Denis Healey told the Commons that pay settlements were to be kept down to 10 per cent. If voluntary agreement could not be reached, the Government would use "a battery of weapons".

He also said the Government pro-

posed to fix cash limits for wage bills in Government departments, state industries and local authorities. Inflation had to be brought down to 10 per cent by the end of the next pay round.

Mr Laurie Sapper, general secretary of the Association of University Teachers, said there would be a "lot of bitterness" if lecturers were caught by the 10 per cent rule. "But Denis Healey was talking about the next round of pay increases. We are in the current round."

University salaries went up by 20 to 21 per cent last month. The lecturers accepted an arbitration award plus the promise of more to come in October.

NUS in secret memo row

Mr Charles Clarke took over as president of the National Union of Students this week and immediately started a row with university vice-chancellors over a secret memorandum.

The vice-chancellors' committee sent out a memo to their members, hours after meeting Mr Clarke to talk about increases in subscriptions to local student unions. The memo contained detailed advice to vice-chancellors on when to approve increases and when to turn them down.

Student unions rely on subscriptions to run sports clubs and social events and to keep their administration going. The money comes from a student's home education authority but universities approve any increases.

The memorandum says approval should only be given where the rise takes account of inflation. An increase in NUS affiliation fees should not count — NUS national subscriptions are due in go up this year.

The final point angered Mr Clarke most. "Where extra expenditure is

sought by the students' union in their estimates for 1975-76, to meet the cost of additional sabbatical officers, the university and the union might consider whether the appointment of full-time qualified permanent staff might not be more economic than paying students on sabbatical leave."

Mr Clarke has written a sharp letter to Sir Roy Marshall, secretary-general of the vice-chancellors' committee.

"The whole nature of our relationship and I am keen, at the beginning of my period of office, to clarify this."

Disident members of Conservative, Liberal and Labour student organizations have formed a moderate alliance to combat alleged extremism in the National Union of Students.

The group, Students for Representative Politics, was formally launched in London last week. The main aim is to achieve local secret ballots in elections for delegates in NUS conferences, and national elections for the top jobs within the union.

Announcing a new educational aid for secondary schools

WHICHCRAFT

In response to teachers' requests for up-to-date information, advice and practical help in the expanding field of consumer education, Consumers' Association, publishers of Which?, are launching Whichcraft.

Whichcraft consists of class material aimed directly at children of 13-16. The material is structured around projects and information of immediate appeal to this age group—to ROSLA children in particular.

Comprehensive teachers' notes fill in background information and provide bibliographies and lists of further resource materials.

The pilot issue was successfully tested in selected secondary schools after months of research at CA.

Whichcraft is flexible, for use in reaching a variety of subjects including Social Studies, English, Home Economics, Civics, Commerce or Business Studies; adaptable to your own teaching methods and classroom situation; informative; all background information has been verified by experts at CA; project orientated, making it ideal for use in the CSE Mode 3 type of examination.

Whichcraft will appear six times a year, twice a term, starting this September.

Please send a postcard for further details and a free sample copy to: Consumers' Association, Department ED/5, Caxton Hill, Hertford SG13 7LZ.

WHICHCRAFT

OU to consider future role

The Open University has set up a committee to look at its future role in adult education. Organizations and individuals are invited to send their views and comments to the university at Milton Keynes.

The committee was formed in April when the university felt it had to look at its commitments outside undergraduate studies.

The recent history of education has been quite unlike the picture that might have been expected by an optimist who had speculated in the mid-1950s to what education might look like after 20 years of reform and growth. It is necessary to go back this far in order to try to see the extent of the present problems. The reasons for this are complex.

Education for many years was a comparatively static enterprise. The processes of growth were so imperceptible as to give the impression that change was organic rather than structural. They took place as a process of small incremental changes, like those in the growth of a human being or an animal, rather than by radical changes in the way in which the whole system was organized and directed. Thus, even a major legislative reform like the Education Act 1944 was presented at the time as the logical culmination of gradual changes which had been taking place since the introduction of compulsory education. The consequences of this Act were seen most explicitly not as radical breaks with the past but rather as the culmination of certain changes which would have come about inevitably in any case.

Of course, there always were radical changes in education, but for major breaks with the past and when planned that these changes should take place. But the overwhelming weight of educational thinking was, I think, always in the strictest sense conservative and evolutionary, rather than revolutionary.

In a sense this seems almost inevitable. At any point the educa-

Outside the Rehabilitation Act

Teachers and youth community workers will not be able to take advantage of the Rehabilitation of Offenders Act, which came into effect this week, because they deal with "specially vulnerable sections of society".

The Act is designed to permit offenders who have "gone straight" for a specified period to deny they ever had convictions

when they apply for jobs. Other exempted groups include employees of the health and personal social services, police officers and members of the legal profession.

Mr Alex Lyon, Minister of State at the Home Office, has said its list of exempted professions might be pruned after the Act has been in operation for a time.

PERSONAL COLUMN

John Vaizey No place for revolutionaries

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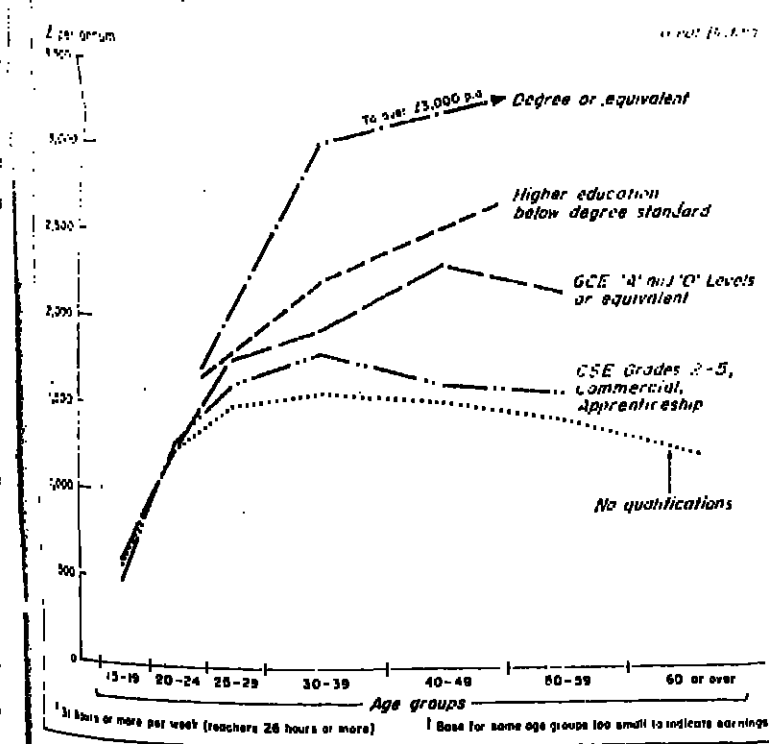
function is to preserve society, not to change it, at least for the greater part of its activities.

These rather general reflections seem to me to be of fundamental importance in understanding the difficulties that now face teachers, parents and parents, not throughout the United Kingdom, but throughout the western world, and for all I know may be affecting the Communist countries as well.

The speed of change in society at large has become so great that there is a fundamental distinction between what is going on in education and what is going on in the world outside. People's dislike of what is going on in the world outside has spread in several senses to a profound dislike of what is going on in education. This is not only going on in education, but the conservative radical, both of the other from the education system as disruptive of the pattern of values which they hold. I think both these attacks are wide of the mark, but they have sufficient truth in them to make their attacks profoundly disturbing to the education system and go a long way to explain the now widespread collapse of confidence.

Since the appointment of Mr Fred Mulley represents a test of the road to reform, a kind of interregnum in which effectively there is no powerful political head of the Department of Education and Science, this may be an appropriate moment for reflection. This I hope to do in subsequent articles, in which I want to take up these themes.

4.2 MEDIAN ANNUAL EARNINGS OF MALES IN FULL-TIME EMPLOYMENT, BY LEVEL OF QUALIFICATION AND AGE



Do qualifications count?

It pays to get qualifications—at the moment. Things may change soon according to the General Household Survey carried out by the government social survey division. They may even have changed already as far as the report, published last week, refers to data collected in 1972.

Earnings tend to increase with age for others, the report says. The danger of embarking on further education may decline as the values of grants fall, the earnings of school leavers rise and as graduates have to start work at lower level jobs and salaries.

Women earned considerably less than men in 1972, even when they took the benefit of higher education. The General Household Survey 1972 HMSO £5.

about the same as women with degrees and women with no qualifications got on average about half the amount earned by unqualified men. The sample also gives a picture of the class distribution of pupils in different schools. Nursery education was more widespread among children whose fathers were in professional or managerial occupations, than those of manual or junior non-manual workers. One in eight under-fives from a managerial home went to school, compared to about one in 13 of manual workers' children.

Middle-class children were also more likely to have places in day nurseries or playgroups. A quarter (25.5 per cent) of all under-fives from managerial homes went to day nurseries, compared with 7.4 per cent of pre-school children in unskilled manual homes.

The General Household Survey 1972 HMSO £5.

To help the disadvantaged

Professor Barry Sapper, of the Economics department at Sussex University, has been appointed chairman of the committee supervising the Assessment of Performance Unit. The unit was announced in a White Paper last August to work with the Educational Disadvantage Unit in the Department of Education and Science, and the Centre for Information and Advice on Educational Disadvantage in Manchester.

Sir Alec Clegg is chairman of the governing body of the advice centre, the members of which were named in Parliament this week.

Mr J. C. N. Ballie, principal, Hammersmith College of FE; Mr J. F. Bowdler, assistant teacher, Springfield Secondary School, Wolverhampton; Mr W. K. Brennan, assistant education officer, ILEA; N. Chazan, reader in education, University College, Swansea; Mrs E. C. Clayton, head of St Mark's primary school, Manchester; Mr H. C. Cook, head of Sylvester Junior School, Highton.

Mr G. E. Cooper, Cheshire Education Committee; Mr D. A. Fiske, chief education officer, Manchester; Mr F. D. Flower, principal, Kingsway College of FE; Mr D. Grayson, chief education officer, Wolverhampton; Miss B. C. Hanks, head, Mount Pleasant Comprehensive School, Birmingham.

Mr R. L. Ifelmore, principal, St Albans College of FE; Lord Heycock, chairman, Welsh Joint Education Committee; Mr B. D. Ireland, chairman, Cornwall Education Committee; Dr M. L. Kellmer-Pringle, director, National Children's Bureau; Mr C. W. Lawton, head, Birmingham School, Southport; Dr A. Little, reference division, CRC.

Mr D. Logan, education assistant, Trades Union Congress; Mr E. C. Mullins, principal, Edgely Hill College of Education, Ormskirk; Mr M. Morris, head of Willesden High School, Brent; Mr T. Mukherjee, Dorset Wells School, Ealing.

Mr J. C. D. Rainbow, chief education officer, Lancashire; Mr L. Snow, chairman, Brent Education Committee; Miss S. Wright, chairman, Birmingham Education Committee; Mr A. Yates, director, National Foundation for Educational Research.

Mr C. D. Roberts, HMI, is to be first director of the centre.

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Caplin

A report published by the Training Services Agency calls for 'gateway' courses to help young people bridge the gap between school and work

Revolution in job training could save the lost 300,000

by Philip Venning

A revolution in job training, involving a national system of courses to prepare school leavers for work and central funding for first year off-the-job training, is proposed in a discussion paper published last week by the Training Services Agency.

The paper (previews in the TES on June 6) is critical of schools, careers services and employers. It draws attention to the stark contrast between the world of school and work, and proposes 'gateway' courses to help school leavers make the transition. The courses would last about three months and would be run by colleges of education, skillcentres, and in factories. They would be available to school leavers before they started work or as part of their initial training.

The TSA say schools can only make a limited contribution to preparing pupils for work. But they give little assistance about possibilities open to pupils.

The increasing emphasis in schools on personal development rather than formal instruction conflicts with the environment at work, where conformity, standards and working to a time limit are important.

The improvement in careers education and guidance in schools is welcome but uneven and inadequate. Both teachers and careers officers need to know more about industry and commerce to be effective. Arrangements must be made to allow people from industry to visit schools to present the world of work.

The TSA commend link courses, work observation and experience courses as means of gaining an insight into working life and easing the transition from school to work.

"The careers service should clearly have adequate resources to do its job, but greater success might be achieved if the service were to concentrate on those pupils, at all levels of academic ability, who are most in need of help and advice rather than spread its resources thinly over a large number of

pupils, many of whom will already have made a sensible choice of career or job."

The paper questions whether the present arrangements for providing information and advice on whether to stay on at school or take a job result in balanced or informed decisions. It calls for more systematic assessment of potential and providing information to reconcile ambitions with capabilities, jobs and training.

Employers complain that numbers of young people leave school without an adequate grasp of literacy and numeracy skills, the agency says. "This may not reflect an absolute decline in standards. It may be caused by an increasing need for these skills in employment and by the fact that able youngsters now stay on longer at school and enter employment at a higher level."

Out of half a million boys and girls entering employment each year, about 300,000 receive little or no training. This 60 per cent compares badly with 10 per cent in Sweden. In Germany, 70 per cent take courses lasting between two and four years after school. The quality of British training had improved but the quantity remained inadequate.

"The TSA consider this position profoundly unsatisfactory for both economic and social reasons... the experience of 'learning to learn' things relevant to work would help them to adapt to change more readily and therefore work more effectively throughout their lives."

"As the state devotes more money to educating the more gifted up to and beyond university degree level, the gap between provision for them and the provision for those who leave school at 16 becomes wider."



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Aims talks short on facts

Teachers rely largely on statements of opinion and counterstatements rather than reasoned argument and questioning in discussing their aims, say two of the authors of the recent Schools Council study of primary teachers' aims (TES, May 30).

In the first of a series of curriculum monographs published by the National Foundation for Educational Research this week, Dr Patricia Ashman, Leicester University, and Mrs Frances Davies, the University of Birmingham, give more details of the analysis of teachers' discussions carried out as part of the council's Aims of Primary Education project. Only a small proportion of these

discussions, they say, took the form of direct references to academic works or experience in the classroom. In seven discussions monitored, 87 per cent of all contributions were expressions of opinion or questions asking for opinions. Only two per cent referred to teaching experiences and the same proportion to theoretical or research studies in education.

The monograph, *Aims, Influence and Change in the Primary Curriculum*, is edited by Professor P. H. Taylor of Birmingham University. It is the first in a series of *Monographs in Curriculum Studies* to be published by the foundation.



'Contagion' the only way to spread morality

Teachers should revolutionize their interpretation of moral education in the secondary school curriculum, says the director of the Schools Council Moral Education project, Mr Peter McPhail.

Speaking at a staff conference at Bristol's Speedwell Comprehensive School last week, he said morality could no longer be confined to sex instruction or intensive classroom sessions of verbal analysis.

Through his Schools Council project, Mr McPhail is developing a new teaching approach. The emphasis is on a "contagious" morality.

"The motivation for moral behaviour is treating individuals with consideration for their needs, but we have to look at today's school as a vital communications reference area because a growing number of parents no longer have time to talk to their children. In fact the only direct communication some children receive is from school."

"Though it is difficult to timetable morals or make any conscious provision, we must identify morality as an integral part of every school subject."

Mr McPhail said teachers should realize that moral education was a subtle form of conditioning children to accept middle-class values. They should exercise caution in imparting personal standards, while never striving for neutrality. To talk in terms of a neutral teacher was futile.

Professor Sir Edmund Leach, provost of Kings College, Cambridge, said adolescents had been subjected to an overdose of authoritarian morality and discipline for too long. He asked teachers to depart from the practice of force fed values.

"Conscious moral education has no place in the classroom. Morality is an aspect of the general climate of the home environment."

"If home and school compete for moral education, the former will win and any teacher who thinks otherwise is a disgrace to his profession."

Professor Leach said a teacher must disguise his personal standards to a certain degree to avoid prohibiting the development of his pupils' morality.

Mr Arthur Palmer, MP for Bristol North East, said it was absurd to expect schools to bear the burden of teaching morality. Moral principles should be instilled in the young through mutual cooperation between the community and its schools. Contrary to popular belief, schools reflect society—not the other way round.

Mr R. K. Tingley, head of social and religious studies at the school, said the revamped morality is practical terms.

The school had tentatively introduced a social education programme as a forerunner to a full-scale community-orientated course.

The course, for fourth and fifth year students, will centre around a school magazine and a small commercial farm with livestock and vegetables. It is hoped the problem of these will break down academic barriers.

Professor Leach said that if the school had a big rise and they see the possibility of higher grading if they hang on," said one official.

In some areas staff contentment seems to have grown even more impressively. In Calderdale resignations are down by more than half compared with this time last year. In ILCA they have fallen from 4,479 in 1981 to 1,881 in Haringey from 511 to 30; in Durham from 450 to 260.

Other authorities with a big fall are Cheshire, Manchester, Leeds, Newcastle, Trafford and Newcastle. Though authorities were not asked to distinguish, it is possible that the fall is more marked in primary schools. Croydon, for example, had a slight fall in secondary resignations but a marked fall in primary resignations.

A change in the number of resignations does not necessarily reduce the number of jobs, however. Most of those resigning would normally be applying for other teaching jobs elsewhere. What matters is "wastage"—the number of teachers leaving teaching altogether.

The worry up to now has been that teachers will no longer be immune from cuts in education spending. So far the Government have been claiming that the number of local authorities who have said they will be below quota is balanced by those recruiting above. But the Department of Education and Science have only received replies

from half the authorities (compared with more than 90 per cent who replied to the TES).

The evidence from the TES survey is inconclusive, but it does not confirm the fears of the National Union of Teachers that the number below quota will necessarily mean teacher unemployment. The survey shows that the number of jobs being reduced in some authorities just about equals the number by which other authorities hope to increase their teaching forces.

But there are clear underlying signs of deterioration. At least 20 authorities plan to be below quota this year, compared with 32 last year. But many of those who fell short by last year only fell short by a small amount and in certain subjects.

Several are hoping to fill these vacancies this year—in the usual shortage subjects, such as maths and crafts.

The survey also reveals that cut-backs are occurring because the number of authorities expecting to be above quota has fallen from 31 last year to 25.

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Fall in resignations 20 l.e.s plan to be below quota hard time ahead for college leavers

Scramble for jobs: TES survey reveals gloomy prospects for new teachers

A dramatic fall in teacher resignations, a scramble for the jobs that are going, and at least 20 authorities planning to employ less than their quota of teachers, are revealed by a TES survey of teachers' job prospects next September.

The survey, in which 95 of the 104 local authorities in England and Wales answered a questionnaire, shows that while many authorities are hoping to maintain, and in a few cases improve, their pupil-teacher ratios, there are strong signs of a hard time ahead for this year's college leavers.

One of the principal features of the year must be the fall in resignations which has probably reduced the number of new jobs, quite independently of any cuts in education spending. The survey shows that 63 authorities noticed a fall in resignations this year, averaging about 10 per cent. The Houghton award was the most common reason suggested.

"They have had a big rise and they see the possibility of higher grading if they hang on," said one official.

In some areas staff contentment seems to have grown even more impressively. In Calderdale resignations are down by more than half compared with this time last year. In ILCA they have fallen from 4,479 in 1981 to 1,881 in Haringey from 511 to 30; in Durham from 450 to 260.

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The TES sent all local authorities in England and Wales a questionnaire on job prospects for September. Nearly all replied. They were asked for details of their:

- quotas
- school population
- teacher pupil ratios
- resignations
- job applications

PHILIP VENNING reports

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expect to be 250 below this year. Lincolnshire, below by 86, expect to be nearer 200 below. Lancashire, Norfolk, Cornwall, Devon, and Derbyshire also expect to be below quota.

Sheffield, who were 140 above, now plan to be only 30 above. Doncaster, 85 above, expect to cut this to 10 above. Bradford, 280 above, expect to be on quota, as do Northamptonshire who were 42 above last year.

All these figures are liable to change. Apart from the difficulty of filling certain vacancies, the full effect of education cuts has not yet been felt. Only a month ago Leeds, for example, told the National Union of Teachers they would be 136 above quota. They told the TES last week they expected to be on quota, and a few days later narrowly rejected a proposal from the Conservative group to cut this further. Revisions in the figures are generally likely to be downwards.

College leavers are not the only group in difficulties. Many authorities hope to cut down on their off-quota teachers—mostly part-timers, married women returners, and so on.

A lot of married women want temporary teaching jobs but we are not giving them," said one authority. Durham said: "When married women phone up and ask if there is any chance of getting back into teaching, we say 'not much' unless they are specialists we need."

Twenty-nine local authorities said they would be cutting the number of off-quota teachers they employed, though 17 thought they would be increasing the number. Leicestershire, for example, had cut them from 550 to 350. Warwickshire from 400 to about 134; and Herefordshire from 1,016 to 888.

Kent are cutting off-quota teachers from 1,026 to 680, but they plan to raise their number of quota teachers from 200 above quota last year to 440 above this year.

Survey said that they were covering the replacement of part-timers with full-timers to bring them up to quota. However, most authorities expected to be making up roughly the same number.

Planned pupil teacher ratios give some indication of the squeeze on teaching jobs, though they also reflect changing school populations. Most areas have a rising secondary school population, and a falling primary population. This means that authorities will be tempted to

appoint more teachers than the number of jobs available. Durham said that last year they had a total of 200 applications for 300 jobs. So far this year they have had 825 applications but they only need 175 jobs. In Wiltshire 180 out of 300 applications were interviewed. Only 50 will be appointed.

Links between Britain and South Africa and the spread of racialism in this country meant it was vital for British schoolchildren to be taught the facts about Southern Africa, said Mr John Sprack, vice-chairman of the London division of the Association of Teachers in Technical Institutions, at a conference in London last Saturday.

Organized by the Anti-Apartheid Movement, the conference set out to inform teachers of the situation in Southern Africa. Delegates were asked for what they would like to see included in an education kit, which is being produced to counter the view given in the South African House kit, currently in use in many British schools.

"The need to provide schools with the truth about Southern Africa is increasingly urgent because the media are glossing over the real oppression and giving publicity to the superficial changes with which Mr Vorster is trying to satisfy international opinion," said Mr Sprack.

Often material produced in collaboration with South Africa House did not state this, Ms Ann Peters, a librarian, told the conference.

Delegates were also shown alternative sources of information, including publications by the Anti-Apartheid Movement and the Inter-

national Defence and Aid Fund, and *Last Grave at Dimbaza* the film taken secretly in South Africa.

Mr Billy Nannan, of the African National Congress of South Africa, a South African teacher, described the discriminatory education system. Per capita expenditure on white education is approximately 20 times higher than that on African education. Whites receive free and compulsory schooling. Africans do not. Schools are segregated, not only into black and white, but into the various black ethnic groups to prevent solidarity.

Mr Harold Wolpe, a sociology lecturer at Essex University, said minor reforms in African education reflected the changing needs of the productive system. The education system was geared to maintaining the supply of cheap, unskilled or semi-skilled labour.

Delegates resolved to follow up the conference with further meetings, the formation of an action committee and experimental teaching of prepared lessons on Southern Africa.

Among the publications shown at the conference as alternative sources of information were *Apartheid Quiz* and *20 Questions* Quiz both available from International Defence and Aid Fund, 104 Newgate Street, London, ECL 2Dy each.



"All I did was to ask him if it was his job I saw advertised."

restrict their recruitment of primary teachers.

In May the DES asked authorities how many vacancies they had left. Nearly half said they had some but only seven had any in primary schools. Sixty to 65 per cent of college leavers this year are trained primary teachers.

At least 10 areas are planning for a worsened ratio in both primary and secondary schools—but usually by a tiny amount. Cleveland's primary ratio will change from 25.9:1 to 26.1:1, its secondary ratio from 17.7:1 to 18.5:1. Richmond's primary ratio will change from 23.6:1 to 24.6:1, its secondary from 17.1:1 to 18.1:1, and its secondary colleges from 10.1:1 to 11.5:1. Others cutting both include Bradford, Bedfordshire, Warwickshire, Bromley, Brent, and Suffolk.

Lancashire and Sheffield are planning a worse primary ratio. Most authorities expect their ratios to stay much the same, though more than 20 expect some slight improvement in primary, and eight, expect improvement in secondary or middle schools.

The shrinking opportunities in primary schools are mirrored by the big growth in applications for primary, and to a lesser extent for secondary jobs. More than three-quarters of all authorities reported increases in applications.

Doncaster reports an increase of 80 in applications from college leavers for primary posts, but none for secondary posts. Liverpool said they had had three times as many applications as usual.

Barking said that one post had 40 applications instead of the customary two or three. In Devon a Scale 1 post attracted more than 100 applications. Durham said that last year they had a total of 200 applications for 300 jobs. So far this year they have had 825 applications but they only need 175 jobs. In Wiltshire 180 out of 300 applications were interviewed. Only 50 will be appointed.

Links between Britain and South Africa and the spread of racialism in this country meant it was vital for British schoolchildren to be taught the facts about Southern Africa, said Mr John Sprack, vice-chairman of the London division of the Association of Teachers in Technical Institutions, at a conference in London last Saturday.

Organized by the Anti-Apartheid Movement, the conference set out to inform teachers of the situation in Southern Africa. Delegates were asked for what they would like to see included in an education kit, which is being produced to counter the view given in the South African House kit, currently in use in many British schools.

"The need to provide schools with the truth about Southern Africa is increasingly urgent because the media are glossing over the real oppression and giving publicity to the superficial changes with which Mr Vorster is trying to satisfy international opinion," said Mr Sprack.

Often material produced in collaboration with South Africa House did not state this, Ms Ann Peters, a librarian, told the conference.

Delegates were also shown alternative sources of information, including publications by the Anti-Apartheid Movement and the Inter-

national Defence and Aid Fund, and *Last Grave at Dimbaza* the film taken secretly in South Africa.

Mr Billy Nannan, of the African National Congress of South Africa, a South African teacher, described the discriminatory education system. Per capita expenditure on white education is approximately 20 times higher than that on African education. Whites receive free and compulsory schooling. Africans do not. Schools are segregated, not only into black and white, but into the various black ethnic groups to prevent solidarity.

Mr Harold Wolpe, a sociology lecturer at Essex University, said minor reforms in African education reflected the changing needs of the productive system. The education system was geared to maintaining the supply of cheap, unskilled or semi-skilled labour.

Delegates resolved to follow up the conference with further meetings, the formation of an action committee and experimental teaching of prepared lessons on Southern Africa.

Among the publications shown at the conference as alternative sources of information were *Apartheid Quiz* and *20 Questions* Quiz both available from International Defence and Aid Fund, 104 Newgate Street, London, ECL 2Dy each.

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News round-up

Leaving date to change

Legislation to change the school leaving date from July to June was fore-shadowed by Mr Fred Mulley, the new Secretary of State for Education and Science, last Tuesday that teachers and local authorities favoured an earlier leaving date. He hoped to introduce a Bill in the next Parliament to allow 16-year-olds to leave school after their examinations. The Bill would take effect next summer. This did not mean that the Government were going back on the raising of the school leaving age but it would avoid pupils having to wait aimlessly for six weeks or so at school.

Mrs Elsie Clayton, president of the National Union of Teachers, warmly welcomed Mr Mulley's announcement.

Lord Alexander, secretary of the Association of Education Committees, said "We accept what Mr Mulley is doing, although it is going too far to say that we welcome it".

Bill may put off parents

If the Children Bill as it stands becomes law, many families in difficulties will not ask the social services for help because they may lose their children. This was claimed in a joint statement this week from the British Association of Social Workers, the Child Poverty Action Group, the National Council for Mental Health, Gingerbread and the National Council for One Parent Families.

If the law is changed so that parental rights are diminished in favour of those of foster parents, the statement says, children are less likely to be fostered. More will end up in institutions.

Tribunal upholds sacking

Mr Ray German, former head of the 1,150-pupil Alun Comprehensive School, Mold, who was sacked by Chwyd County Council last December, was not unfairly dismissed, an industrial tribunal has decided.

The decision, reached after a five-day hearing at Colwyn Bay, North Wales, was unanimous. Mr James Fitzhugh, QC, chairman of the tribunal, said the main reason for rejecting Mr German's application was that he had wilfully adopted policies which he knew were at variance with Chwyd over teaching Welsh and Welsh studies in English. He had also followed policies which were at variance with those of the school governors concerning integrated studies and a faculty system of organization.

Mr Fitzhugh said by his overall conduct Mr German had "displayed a temperament which was unsuitable in a person holding an appointment of headmaster".

In his brief verbal decision—a decision in writing will be given later—Mr Fitzhugh described the behaviour of Chwyd's director of education, Mr John Howard Davies, as "exemplary".

After the hearing Mr German said that he would not appeal against the decision.

Mr German, who gave evidence for nearly seven hours, denied that he had railroaded parents of new pupils into opting for the Welsh language course rather than the alternative Welsh studies in English.

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There was little demand for Welsh studies, he told Mr Ronald Waterhouse, QC, appearing for Chwyd County Council. In September, 1974, fewer than 10 of the 275 first-year pupils had opted for it.

Mr German said that when he became head in 1972 he had a good working relationship with the governors. He denied Mr Waterhouse's suggestion that he had later behaved provocatively towards them.

Mr John Glanville Jones, appearing for Mr German, said in his final submission that the Welsh policy had continued since Mr German's dismissal.

He said that many of the allegations against Mr German were trivial. "By counting a number of trivial incidents you don't end up with a serious one." A lot of the incidents had been dredged up from people's memories.

Two petitions, containing more than 5,000 signatures, were handed in to the Inner London Education Authority last week, protesting against the blacklisting of Mr John Warburton, a young teacher who was banned because he talked about homosexuality in class.

Mr David Chalkley, Labour councillor for Lewisham, presented the petitions to the authority's education committee. He said 1,617 teachers and student teachers and 3,500 other people had signed them.

Mr Warburton was banned from teaching after he declined to sign an undertaking as well as his contract of employment. The undertaking said he would not discuss homosexuality except in the context of a completely structured programme of sex education with knowledge and agreement of the head teacher.

The authority have since blocked an appointment he was offered personally by Mrs Caroline Bonn, MP of the Energy Secretary, and chairman of governors at Holland Road Comprehensive School.

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Ray German

Diamond turns up trumps

Mr John Diamond, 60, has been appointed chairman of governors at the troubled North London Polytechnic. Mr Diamond, who has been vice-chairman for nearly three years and a governor for 22, takes over from Dr Walter Ross, who resigned after only 15 months.

The polytechnic has now had three different chairmen in less than two years. Mr Brian Roberts, editor of the *Sunday Telegraph*, who had been chairman for over 15 years, was ousted in March last year in favour of Dr Ross.

In a letter to the governors' meeting last week, Dr Ross said he had decided to resign because of difficulties over his close identification with the Inner London Education Authority. He is vice-chairman of the authority's further and higher education subcommittee.

More power to pupils

Parents are represented on school governing bodies in 85 per cent of the 91 L.E.A.s who replied to a questionnaire sent out by the National Association of Governors and Managers. Teachers were less well represented. Only three quarters of these authorities had teacher-governors.

Twenty-six authorities said they allowed pupil governors, though in many cases these were restricted to non-voting or sixth-form members. Nine authorities had non-teaching governors.

According to the survey, 60 local authorities have parents as governors of special schools. School Governors and Managers: Some Facts and Figures. National Association of Governors and Managers, 46 Regent's Park Road, London W1, June, 1975. 20p.

OU tutors face pay cuts

Many of the 6,000 part-time tutors and consultants employed by the Open University could face pay cuts of up to £100 next year, according to the university's branch of the Association of University Teachers.

In a statement to members A.U.T. says that the cuts, caused by the restructuring of contracts, should be countered by industrial action unless the university agree to increase in contract fees and expenses.

Meanwhile the Open University will have to turn away more than 35,500 of its 52,551 applicants. The planning committee have agreed to cut the admission target from 20,000 to 17,000 in January to save £40,000.

All change at Richmond

Within three years of reorganizing their secondary schools on comprehensive lines, the London Borough of Richmond upon Thames are being asked to approve further radical changes.

The changes, put forward by a working party on secondary reorganization and adopted by the Conservative majority suggest that from September, 1977, the sixth-form colleges, Shene College and Twickenham College of Technology, should cease to exist in their present forms, and that a new tertiary college, to be known as Richmond College, should be established in their place.

Two existing 11 to 16 schools, Barnes and Gainsborough, would close, and a new six-form entry school would be opened in 1977 on the site of the sixth-form college at Sheen.

400,000 sign petition

More than 3,000 supporters of direct grant schools queued outside the House of Commons last week to lobby their MPs over the government's intention to end the direct grant. The lobby was organized by the Independent Schools Information Service, who also collected and handed in more than 400,000 signatures on a petition asking Mr Fred Mulley, the Secretary of State for Education, to reverse the decision against the direct grants.

Parliament Tories test Mulley

The Opposition launched another attack on the Government's education policy in the Commons last week with a motion calling for the preservation of good schools.

The debate covered the familiar arguments for and against direct grant schools, but if the Opposition hoped that their tactics of frequently calling the Government to account on education would lead to any yielding of ground by either Mr Fred Mulley, the Education Minister, or Miss Lestor, the Under Secretary, they were disappointed.

Although complete abolition of selection for secondary education was only a start, said Mr Mulley, it was a necessary precondition for making all schools good schools and giving all pupils the opportunity to develop to the full within a shared educational experience.

Before the end of the year the direct grant schools would be asked to make it clear if they intended to be part of a comprehensive system. He hoped most of them would, because he believed they had a lot to contribute to local education policy and the education of children.

The Government were convinced that a truly good school was a truly comprehensive school.

Women do not need single-sex unions

The issue of single-sex trade unions—which mainly affects the teaching profession—is sure to be raised again over the sex discrimination Bill, now before the House of Lords, after completing its passage through the Commons.

On the report stage of the Bill, the Commons overturned the standing committee decision that single-sex unions should be exempted from its provisions.

The ministerial changes meant that it fell to Miss Joan Lestor, Under-Secretary for Education and Science, to move the government amendment to Clause 12 of the Bill. That clause lays down as a general principle that it is unlawful for trade unions, employers' organizations or similar bodies to discriminate on grounds of sex in admission to membership or in their treatment of members.

The standing committee amendment exempted from this provision those trade unions which already exist on a single-sex basis and are the counterpart, or substantially the counterpart, of a similar body limited to members of the other sex.

Miss Lestor said there were only six bodies to which it would apply, namely those representing headmasters, headmistresses, assistant masters and assistant mistresses.

and to some extent the National Association of Schoolmasters and the Union of Women Teachers.

The Government amendment overturning the committee decision was carried by 129 votes to 112, a Government majority of 17.

Miss Lestor said the Government could not accept that there was a case for treating these bodies differently from other trade unions and professional associations.

Women were not a minority in the teaching profession. They were a clear majority of all teachers. Moreover, they were, by the nature of their profession, an exceptionally intelligent and articulate group of women.

"If women in such a position cannot ensure that their voice is heard except by isolating themselves and refusing to compete directly with men, the case for allowing women in a wide range of other occupations to form separate unions must be far stronger, in particular in those occupations where women as yet form only a small minority."

Yet the clause, as changed by the committee, exempted only those who by their own argument were in least need of it. If women were allowed to exist in men, women could hardly be given to students identified during their foundation course as being particularly in need.

News round-up

Higher OU fees 'will hit poor'

Lord Crowsfoot-Hunt, Minister of State for Education and Science, told the House of Lords he would be having further discussions with the Open University about fees and the number of new students they may be able to admit.

He was replying to a debate initiated by Lady Lee of Ashridge, who as Education Minister in the last Labour Government played a prominent part in setting up the university. She considered the proposed increase in fees would discriminate against the poor.

Lord Crowsfoot-Hunt said the university proposed to increase its course credit fees by £25 to £40. This would provide additional income of about £850,000.

Lord Crowsfoot-Hunt said he had discussed with the vice-chancellor ideas for increasing fees without discouraging applicants. There was the possibility of lower fees for new entrants taking their first foundation course. Small fees for foundation courses might encourage more low-income students to embark on a degree course.

The university already operated a small hardship fund. This might well be enlarged so that help could be given to students identified during their foundation course as being particularly in need.

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Unilever regrets to announce that it has become necessary to introduce charges for its films and educational booklets, which have been available to schools free of charge for many years. Increasing demand, though gratifying, has coincided with increased paper and printing costs, higher postal charges and rising administrative costs within the business. In order to maintain the service to schools, therefore, charges will have to be introduced from 1 July 1975. The new system will be as simple as possible and will take the form of handling charges which will be VAT inclusive. In order to reduce paper work we must ask for payment to be sent with all orders. The charges will be as follows:-

Unilever Films

The charge will be £1.50 per two-day booking per title. The charge for extended bookings will be £1.50 per title for each additional week or part-week over the initial two days.

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1-10 units £1.00	31-40 units £2.50
11-20 units £1.50	41-50 units £3.00
21-30 units £2.00	and so on.

i.e. the charge for 100 units will be £5.50 and for 200 units it will be £10.50.

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Unilever Films

Unilever Educational Publications, PO Box 68, Unilever House, London EC4P 4BQ.

Unilever Educational Publications



There I was, about to leave school, and the old man I was going to do with myself. I hadn't a clue. Some dead ordinary job, I supposed.

Then, strolling through our fair city, who should I meet but my old school friend Sarah, the person of the mixed infant, all grown up and looking a bit like me. Oh, Oh!

Over a friendly coffee down at the Whim she was telling (along with the rest of the pleasant chat) how she got the job - five 'O' levels had a lot to do with it...



...and how nice the people were, and how easy the training was and everything...

...and it made a fellow think a bit, didn't it? So, what with one thing and another, after some little time, I picked up this leaflet.

Bingo. This is a picture of me in my new job, responsible for all that money and all those premium bonds and things, and loving it.



Oh yes. This is me and Sarah. And they say they don't make pictures with a happy ending any more.

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Government Building
Bromyard Avenue, London W3 7JB

(NOTE: Please quote catalogue No. UK 2733)



John 13 16

Science diary

by John Maddox

Cold water on North Sea oil

The high links in the Thames estuary when the first load of North Sea oil arrived recently was understandable but not particularly sensible. At the risk of seeming to pour cold water on the oil, it may be worth pointing out a few of the sombre facts about the North Sea as a whole.

Even Hamilton field which has now yielded oil has cost a pretty penny to develop. The total investment is said to be £40m and will be capable of

yielding 40,000 barrels of oil a day, roughly 6,000 tons, when the weather happens to be fine. The operators hope they will be able to use their new investment on seven days out of ten, but that is not yet sure, the North Sea being what it is. The result is that the capital investment in the field is something like \$3,600 for each daily barrel of capacity, which is roughly twice as much as the investment cost of oil in the United States and roughly 40 times as much as the cost of developing an oil field in

the Middle East. Allowing for the interest rates on capital that now apply in Britain, the cost of oil from the Argyll field is certain to exceed \$6 a barrel. The British Petroleum field in the same part of the North Sea, the Forties field, may be a little cheaper because that oil will be landed directly by a pipeline.

The significance of these figures is that they are not all that much less than the price now being charged in the Persian Gulf for oil carried away by the international oil companies—\$10.50 a barrel for all practical purposes. And it is easy to jump to two other conclusions. First, there is not a lot of room for a substantial profit to the public purse from whatever participation agreements the Secretary of State for Energy may eventually be able to reach with the oil companies. Second, it is plain that the oil fields further to the north, in deeper waters and with longer pipelines to outlandish parts of Scotland, will cost even more to develop.

A year ago, a British Petroleum official thought the investment costs in the more distant oil fields might be as much as \$10,000 for each daily barrel of capacity, in which case its landed cost would certainly be greater than that of OPEC oil at present prices. Even if he was telling a hard luck story, the chances are that the northern fields will be more than twice as expensive as those now being developed in the south, and the oil that they produce will not be substantially different in price from that being sold internationally by the members of OPEC.

All this creates a dilemma for the British Government. It would obviously be comfortable for us all if we could say to ourselves that for the next 20 years or so that is how long the oil is likely to last—we have no need to worry about the supply of energy. But alas it is not as simple as that.

What North Sea oil will certainly do is to make it possible for Britain to straighten out her balance of payments and even to pay back some of the funds that have been borrowed in the past three years, and that will have to be borrowed in the next five, so as to sustain a level of imports greater than we can afford. But what if, by then, the price of oil in the world as a whole has fallen?

And what if by then it becomes clear that there are more economical ways of producing energy from alternative sources, from nuclear power for example? Will we find ourselves locked into a set of circumstances in which we are dependent on an expensive source of

energy when our overseas competitors, some of them in the European Community, have backed a different horse?

Nobody can tell precisely how this awkward situation will be resolved. It is a familiar gambling situation. But from this it follows that what the Government should now be asking is what kind of gamble is likely best to serve the national interest. The prudent answer is not to say, as two successive British governments have done, that North Sea oil will save our bacon but, rather, to take the view that if there are possible advantages in North Sea oil, then the best course would be to recognize that the economic benefits should be partly invested in something else.

In practice, what this means is that Britain should be backing a nuclear power programme which is sufficiently large to provide an alternative source of energy if North Sea oil should turn out to be outrageously expensive—or if the miners should finally price themselves out of the market—and also one that would provide some scope for action in regulating the rate at which the North Sea is emptied of the oil it now contains, and which



Leading the pack: in 100 years time will we all have switched to bicycles?

happens to be rather less than it is in a single oil field in the Middle East, the Buzurg field in Kuwait. Prudent gamblers, if that is a too sharp a contradiction of terms, must be familiar with such dilemmas. If you think you have inside information that an outsider (the North Sea) is going to win, but you are anxious not to lose your shirt, then you put something on the favourite (nuclear power) as well. What we have done in the past 18 months is to make the first bet but not the second.

To say this does not imply, of course, that nuclear power is a certainty. It is entirely proper for people should now ask how best to build nuclear power stations, and how best to assure themselves of nuclear power stations can be operated safely and then—more difficult—how best to control the voters that they have done this. But it is a job that needs to be attempted with much more vigour than we have seen in the past 18 months.

Fashionably, we tend to think the present circumstances of entirely novel—that never before have governments found it so easy to plan for the future. But the truth, of course, is quite the opposite. The Victorians, successful though they may have been, sustained by the belief that the future would be marvellous, but did not stop to ask what it might be like. We do at least have the virtue of recognizing that it is not possible to tell.

What this implies is simple. None of us can say with certainty what life will be like, say, a century from now. Will people still be in motor cars, or will they all be switched to bicycles? What if, in case, will British manufacturing industry be manufacturing? A century ago, nobody would have guessed that the go-go preoccupation just now would be micro-circuits. Then, they had not even invented the vacuum tube, let alone the electronic valve.

It is possible, though I think unlikely, that by then we shall have abandoned nuclear power stations for solar energy converters. It is even possible that we may have decided to change our life style as they are called, to such a degree that we never travel home, instead, motor car but stay at just bicycle on the telephone—

But knowing as we do that each radical changes in society can be planned for, the best strategy for the present is to make sure that there is enough energy to meet the needs we can foresee and to meet the unforeseen demands can somehow be satisfied.

Twice as many troubles for London pupils

Schoolchildren in Inner London are twice as likely to suffer from psychiatric disorders as children in the Isle of Wight. They are also three times as likely to be retarded in reading.

London schools probably have more problem children now than schools in any other administrative area. But it would be wrong, say Dr Michael Rutter's team from the Institute of Psychiatry in South London (from whose work these findings come) to see the situation as a peculiarly London problem.

The most important information to emerge from their research is that maladjustment and underachievement flow from the same basic background conditions in both London and the Isle of Wight. London's problem is that these conditions are more prevalent in the metropolitan area than elsewhere.

The research relates only to 10-year-olds, in the penultimate year of primary school. The samples used were huge—1,689 children in the London borough chosen to represent Inner London conditions, and 1,279 in the Isle of Wight. Since the island sample contained virtually no immigrant children, these were omitted from the London sample. Children with known handicaps were also excluded.

A sub-sample, consisting of children with abnormally low scores on adjustment and reading, were followed up in greater detail. Teachers and parents were questioned to provide the fullest possible background information.

London came out badly from the comparison. No fewer than 25.4 per cent of the Inner London sample showed signs of psychiatric disturbance, as against 12 per cent in the Isle of Wight. Underachievement in reading characterized 9.9 per cent in London and 3.9 per cent in the Isle of Wight.

But when the children with

these problems were compared the children showed signs of deviant behaviour, as against 11 per cent in schools with low turnover; in schools with high absenteeism, 23 per cent as against 13 per cent in schools with low absenteeism; and in schools with a high non-indigenous population, 28 per cent, as against just over 13 per cent where the proportion was low. Retarded reading was similarly related to bad background conditions. Indeed, there was a strong link between psychological problems and retardation—a link the Inner London Education Authority have encountered in their own research.

But there were still marked differences between London and the Isle of Wight. As the table shows, virtually all the social characteristics that are linked with special problems were more prevalent in London. On only one count—broken homes—did the Isle of Wight take precedence, and further investigation showed that most of the island children in this position were living with a remarried parent in a harmonious home environment. The London children on the other hand, were usually with a single parent or, in a minority of cases, in an unhappy remarriage.

London does have problems, the team concludes, but maladjustment and underachievement are seen as secondary by-products of more fundamental social trends. Rather than more research into, say, delinquency in children, they would prefer to see work done on the causes of the wider problems.

"Attainment and adjustment in two geographic areas." *British Journal of Psychiatry*, vol 126, June 1975.

Family, social and school characteristics of 10-year-olds in an Inner London borough and the Isle of Wight

Parental disharmony rating (on 6-point scale)	IsW	London
Children in care (per 1,000)	1.99	2.34
	4.3	12.5
Broken homes	18.8	11.3
Mothers with psychiatric disorders	12.1	27.7
Fathers with unskilled jobs	14.9	23.2
Neither parent employed	14.9	28.1
Families of four or more children	13.9	37.5
Overcrowded home conditions	14.0	51.0
In schools with high teacher turnover	25.8	43.3
Absent at any one time	6.6	8.6
Non-indigenous children in school	0.0	17.7

factor was educational qualifications and experience, mentioned by as many as 38 per cent. Birth and family background came a poor third (10 per cent). For the British the second most important factor was birth, mentioned by 38 per cent. Education was well down (13 per cent).

For a British worker, status is not enhanced by superior educational qualifications. Money and birth are what is seen to count. Even money carries less weight than in Sweden.

Another insight into the thinking of the British sample emerged when they were asked how they saw their own economic position. Both groups were well aware that others were doing better financially. Over 90 per cent in each sample agreed with this. Asked to name these others, the Swedes spread their answers right across the social spectrum. About 40 per cent of those mentioned were in other manual occupations, the remainder in white collar jobs. By contrast, no fewer than three-quarters of the British sample cited only other manual categories.

British workers are evidently not aware of the earnings of other groups, comments Scase. Directors and managers were thought to be doing well, but only 3.3 per cent seemed to think white collar workers earned more than they did. Only 5.5 per cent mentioned professionals. None, as against over 7 per cent of the Swedish sample, mentioned "educated people".

If British workers see no connection between educational qualifications and more money—even indirectly, through a job that can only be reached with a qualification—it is not surprising, says Scase, that education should not be seen as an essential to advancement. It is only surprising that so many believe that a working-class child can rise socially, given their fatalistic image of the class structure.

"Images of Inequality in Sweden and Britain", by Richard Scase, *Human Relations*, vol 28, no. 3.

Classed by cash

Working people in Britain still seem to be highly sceptical about the value of education and training. Only 52 per cent of a sample of British engineering workers recently interviewed by Richard Scase, Kent University, thought an educational qualification would help a working-class child enter a higher social class than his father.

A comparable Swedish sample agreed unanimously that it would.

Yet the British sample were only slightly less confident than the Swedes about such a child's chances of rising socially. No fewer than 98 per cent of the Swedes and 70 per cent of the British workers thought it "likely" or "very likely" that a factory worker's son could improve on his father's position.

Scase thinks that both groups are probably over-optimistic about social mobility. In Sweden, as in Britain, only about 25 per cent of the children born to skilled manual workers end up in a higher social category. The chances of those even further down the scale are slimmer still, though movement out of the unskilled categories into other manual work has increased recently. Only about 15 per cent of the sons of the workers in either sample were in non-manual work.

The Swedish workers' views, in other words, are no more strongly backed by experience or objective fact than those of their British counterparts. For both, the open society is an article of faith. The difference is that, for the Swedes, self-improvement through education is also an article of faith. For the British, this clearly is not so.

A partial explanation emerged when Scase asked what determined social class. Both groups, thought income the most important factor—69 per cent of the Swedes and 58 per cent of the British. But for the Swedes, the second most important

factor was educational qualifications and experience, mentioned by as many as 38 per cent. Birth and family background came a poor third (10 per cent). For the British the second most important factor was birth, mentioned by 38 per cent. Education was well down (13 per cent).

For a British worker, status is not enhanced by superior educational qualifications. Money and birth are what is seen to count. Even money carries less weight than in Sweden.

Another insight into the thinking of the British sample emerged when they were asked how they saw their own economic position. Both groups were well aware that others were doing better financially. Over 90 per cent in each sample agreed with this. Asked to name these others, the Swedes spread their answers right across the social spectrum. About 40 per cent of those mentioned were in other manual occupations, the remainder in white collar jobs. By contrast, no fewer than three-quarters of the British sample cited only other manual categories.

British workers are evidently not aware of the earnings of other groups, comments Scase. Directors and managers were thought to be doing well, but only 3.3 per cent seemed to think white collar workers earned more than they did. Only 5.5 per cent mentioned professionals. None, as against over 7 per cent of the Swedish sample, mentioned "educated people".

If British workers see no connection between educational qualifications and more money—even indirectly, through a job that can only be reached with a qualification—it is not surprising, says Scase, that education should not be seen as an essential to advancement. It is only surprising that so many believe that a working-class child can rise socially, given their fatalistic image of the class structure.

"Images of Inequality in Sweden and Britain", by Richard Scase, *Human Relations*, vol 28, no. 3.

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More study by correspondence

A study of correspondence education abroad is one of the research projects likely to be set up by the Council for the Accreditation of Correspondence Colleges as a result of their newly granted charitable status.

The new status marks the start of the council's campaign to get greater official recognition for correspondence education. This comes at a time when more educational institutions are using correspondence courses to supplement their own provision.

There are now 33 accredited correspondence colleges, with a total enrolment of up to 900,000; 150,000 of the students live overseas.

RC priests query separatism

The Roman Catholic Church and Catholic Education Council may be asked to dismantle their secondary education system.

The standing committee of the National Conference of Priests will debate this proposal when they meet in Birmingham in September.

Three reasons are given for the proposal: the financial burden secondary schools impose on the Catholic community, especially with the move to comprehensive; the high rate of lapsing in Catholic secondary schools, which are supposed to encourage and protect the faith; and the increasing number of non-Catholic teachers employed.

The agenda for the meeting makes it clear that the value of junior schools is not questioned. Most of the 3,079 Catholic schools in England and Wales are primary schools.

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West Germany

Comprehensive idea gets cold shoulder

by David Dungworth

Baden-Württemberg is the latest of the federal states to draw up a draft Bill for the reform of its school law. Its provisions illustrate the gulf between Christian Democrat (CDU) and Social Democrat (SPD) thinking on this issue.

Compared with the school laws either already in force or in the legislative pipeline in a number of SPD-controlled Länder the present Bill is a very conservative document which proposes only moderate changes in the existing regulations. It is the CDU state government's answer to drafts submitted over a year ago by the SPD and Free Democrat Opposition parties and all three are now being debated together in the state parliament.

According to Herr Wilhelm Hahn, Education Minister, the Bill is concerned primarily with "the internal reform of schools". It reaffirms the state government's faith in the traditional tripartite division at secondary level into *Hauptschulen* (secondary modern schools), *Realschulen* (intermediate schools) and *Gymnasien* (grammar schools).

The Opposition's reorganization plans, on the other hand, call for a commitment to implement the *Orientierungstufe* (orientation stage), a uniform pattern for all pupils in the first two years of secondary schooling as a prelude to the gradual introduction of comprehensive schools.

The CDU in Baden-Württemberg rejects completely the policy, increasingly favoured by SPD Länder, of appointing head teachers for a limited period, normally six years, after which time their tenure is subject to their reelection by the school conference or some other representative body.

Although resisting the main demands of the FDP and SPD the Bill does grant certain of the concessions requested by parents' organizations during preliminary discussions. The composition of the school conference (the head, nine other teachers, five parents and four pupils) ensures an absolute majority for the staff, but its functions have now been widened to include areas such as the suspension of pupils for disruptive behaviour, the use of school funds and the granting of permission for educational experiments to be conducted in the schools.

It is not, however, the ultimate decision-making body on such matters. It may be overruled by the head teacher or the local education authority and in protracted disputes the Minister of Education has the last word.

Herr Hahn sees parental participation as being best achieved at class rather than school level. His concept, a radical one by British standards, has given a new word to educational terminology: *Klassenpflegschaft* (class guardianship).

Instead of the customary annual parents' evening with no clearly defined objectives he proposes that in future meetings between teachers and the parents of children in the classes should be held at least twice a year. In secondary schools form captains would also be allowed to attend.

At these meetings teachers would be required by law to report on the standard attained by the class, on methods of instruction and on teaching materials; and any progress awarded to pupils would be based on their work and behaviour, all of which would be open to questioning and criticism by the parents.

United States

Call for nurseries

The National Education Association has urged Congress to enact proposed legislation aimed at providing voluntary universal childhood education.

Full-time kindergarten in all schools should be a first priority, said Mr James Harris, the association's president, at a meeting of a joint Congressional committee considering the legislation. At present six states have no kindergarten programmes and 41 states have only part-time programmes.

Sweden

Controversial Acts boost adult learning

from Mike Duckenfield

STOCKHOLM The government, backed by the Communists, have succeeded in pushing through adult education reforms which give trade unions a five to four majority on the local boards distributing new study subsidies. The Opposition had favoured giving the power to hand out the subsidies to the existing 10 adult educational associations.

The local boards, one for each of Sweden's 24 counties, will now consist of three representatives of the Confederation of Trade Unions, mainly covering blue collar workers in heavy industry, two representatives of the salaried staffs union and four county or municipal council-lors.

Originally presented to the Riksdag in March, the reforms were approved earlier this month with only very minor changes one day before the passage of the U68 plans to reshape higher education.

Apart from the new boards, the adult reforms include the subsidizing of trade unions to go out and canvass tuition on the shop floor and to improve tuition prospects for disadvantaged minorities including immigrants, the handicapped and those living in underpopulated areas.

The provisional cost of the reforms during the first six months of 1976 alone is likely to be about 112m Skr (£12.5m) to be found partly by the government and those seeking tuition and partly by employers who will have to pay a small percentage of their annual wage bill into a special adult education fund.

The major element in the costs will be the new grant and loan facilities for those taking time off work to study.

Mr Bertil Zachrisson, Education Minister, faced with mounting opposition to the trade unions' new role, told Parliament that the unions were in an ideal position to help in the active recruitment policy of attracting the least educated to take study leave by overcoming the resistance to education among their workmates.

The U68 Act, which has been seven years in the realization, follows the modified committee report proposals which came out of the parliamentary review after university and student submissions last year.

The hottest points of contention in the U68 reforms have been the plan to restrict the numbers entering higher education; granting available places to labour market needs, and the creation of six regional boards, one based around each university, which will have the power to coordinate resources between the universities, colleges of education, technical institutions and vocational and professional colleges.

Shortly before the Riksdag vote



Mr Zachrisson: union backing.

opponents of restricted entry switched their attention to the idea of an Open University based on the British model as a way of catering for individual demand rather than fixing the supply according to society's needs.

Although their battle over its entry provisions was lost, the question of the use of television as a radio is due to be raised again this year when the TRU committee on educational broadcasting is to report its views about an Open University following the unanimous request for it to do so by the Riksdag in 1972.

One major question regarding the still remains as the government is yet to propose the means of selecting members for the regional board which will be responsible for distributing funds for local and special courses and overseeing research activities in their areas.

The Act provides for roughly one-third of board members to be representatives of public interest against one-third recruited within higher education. Part of the opposition by the three smaller parties in the Riksdag was based on the fear that the more numerous Social Democrats and trade unions would gain greater influence over educational planning by becoming the major grouping on the board.

With the higher and adult education reforms now on the statute book, the main focus of educational reform is likely to switch back to the schools. This month sees the deadline for submissions by regional unions and other bodies on the report of the SIA committee which was published last autumn and deals with the relation between school and the community. A Bill has been provisionally scheduled for next spring.

Republic of Ireland

Trinity degree link

Trinity College, Dublin, has agreed to award university degrees to students in the engineering diploma courses at Kevin Street and Robert Street Colleges of Technology.

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Hungary

Career centres lay stress on aid for handicapped

from Brian Mulford

BUDAPEST Hungary's economic expansion is being held back by a desperate shortage of labour. Consequently, everyone who can work must work. Highly professional Career Guidance Centres are expanding rapidly throughout the country and at the same time the educationally sub-normal are being trained, whenever possible, to take their places on assembly lines.

The Career Guidance Centres were first set up in 1972 under the auspices of the Ministry of Labour, mainly to mediate between school and industry. However, the problems encountered concerning emotionally disturbed children and the physically handicapped, have highlighted areas of concern that transcend the utilitarian framework of the centres.

At Szeged, for instance, it was found that 5 per cent of the children referred to the guidance units were physically handicapped. In some way, ranging from deficiencies such as colour-blindness to a hard core of 2 per cent who were seriously disabled.

The need for a rehabilitation centre to train such children for work had not been recognized before, but is now receiving urgent attention.

Again, the Szeged unit originally saw its function as setting up trade exhibitions in schools, sending out newsletters giving advice on the current needs of the labour market, and, most importantly, providing training for designated teacher

But now they are dealing with up to 800 "problem children" a year, and each has to be given up to 25 hours of psychological and welfare tests—clearly too much for a specialized staff of four.

Although the centres can, as a last resort, direct a child into any one of the official 186 trades listed by the Ministry, they are reluctant to do so, since they are gathering

a body of practical experience which makes simplistic solutions impossible. What began as a simple labour information and direction service has uncovered needs which will entail a greatly increased proportion of national resources for their solution.

The concept of work therapy for the mentally handicapped is a familiar one, usually in the form of basket weaving and similar activities; but rarely has an attempt been made to provide meaningful activities which could be integrated with, and benefit, the real economic life of the country. In Budapest, work is now going on in the Training Centre for Handicapped Children which, it is hoped, will enable these children to eventually make a real contribution to the economy.

The aim of the school is to prepare these children to enter sheltered workshops at 17 or 18 where they will earn full union rates for the work they do. It is based on the philosophy that children with IQs of between 35-50 are trainable but not educable, while those with IQs between 50-70 are capable of semi-skilled labour. About half the children are mongoloid.

"Normal" schooling takes place in the morning, and as the staff of 72 care for 200 children it is possible to respond immediately to any indication of interest or curiosity in the long term. But it is encouraging to note that plans have been approved for a new training college which will include an outpatient clinic, kindergarten and school, plus special vocational training facilities. Building will start next year.

It is too early yet to tell whether this type of work will be successful in the long term. But it is encouraging to note that plans have been approved for a new training college which will include an outpatient clinic, kindergarten and school, plus special vocational training facilities. Building will start next year.

France

Assembly gives go-ahead for wide-ranging changes

from William Farr

PARIS After three days of debate the National Assembly has finally passed the Bill presented by M René Haby, Education Minister, for the reform of the educational system up to university entrance (T.E.S. May 23).

During the long and often confused and bitter discussions, M Haby proposed changes in the *baccalauréat* examination which will mean it comprising a general test at the end of two years of senior secondary education and an assessment of achievements in the specializations chosen by each student at the end of the final year. The changes were accepted.

The status of the *bac* as a passport to university entry was not spelt out. But M Haby said the question would be dealt with later by M Jean-Pierre Soisson, Secretary of State for Universities.

M Haby emphasized, however, that the government had no intention of fixing numerical ceilings for university entry or for particular higher education courses.

The new Act, in 20 short articles, lays down general lines for the future organization of the educational system, particularly at secondary level. Its critics complain that it is so vague as to give the government an "open cheque" to introduce a wide range of decrees.

In reply, M Haby has said that before implementation all decrees and regulations will be the subject of consultation with teachers, parents and pupils. In this connection the Assembly decided that before June 1 of each year the government should submit a report on the implementation of the law.

The Act, although drafted in broad terms which might seem to be widely acceptable, has not achieved the national consensus which President Giscard d'Estaing hoped for nor the support of the teachers which M Haby has made great efforts to obtain.

Even those who spoke and voted

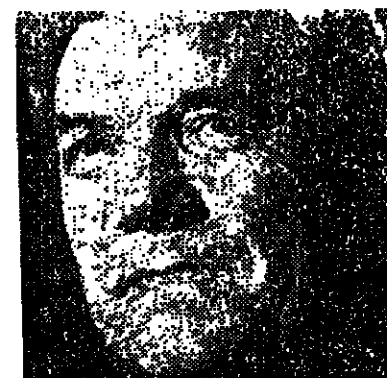
in favour of the law showed little enthusiasm. The Left argued that so far from promoting equality of opportunity the Act reinforced selection. It was reactionary legislation to serve the interests of conservative ideology and capitalism. It would do nothing to improve the function of the public education service. To do this required that parents should be relieved of the cost of text books and transport, that the size of classes should be reduced and that teachers should be better trained, both before and during their careers.

Baccalaureat swing to tech courses

from our correspondent

PARIS Some 323,876 young people between 18 and 21 have recently been taking the *baccalauréat* examination which marks the end of senior secondary education and, for those who succeed, the beginning of higher education if they so wish. The increase of almost 3 per cent over 1974 is less than the rise in 1974 and 1973 and is an indication of the levelling-off of the school population. The most interesting feature is the marked 10 per cent increase in the number of those sitting for the technical education *bac* as compared with only a 0.5 per cent increase for the traditional academic *bac*. The number of candidates for the technical *bac* has risen since it was instituted in 1969 from 12 per cent to 26 per cent of the total.

There are five series of academic or general education *bacs*. Series A offers seven options covering



M. Haby: open cheque?

various combinations of philosophy, languages, literature, music and the plastic arts. Series B to E cover economics and social sciences, mathematics and physical sciences, mathematical and natural sciences, agronomic sciences and technology and mathematics and technology. But the examinations in each of these series also include a paper on philosophy.

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The number of candidates in the A series, which used to be the most prestigious is down from 48 per cent in 1968 to 32 per cent this year; only 1,635 candidates out of 77,000 took Latin and Greek; on the other hand more than 150,000 took the series covering economics, maths and the sciences.

The increased numbers taking the technical *bac* examinations is due to the fact that success in them should lead to precise jobs without any further study. Of the 65 per cent of successful candidates for the academic *bac* in 1973, 78 per cent went on to university while only 46 per cent of the 55 per cent who succeeded in the technical series proceeded to higher education and then usually only for short-term courses.

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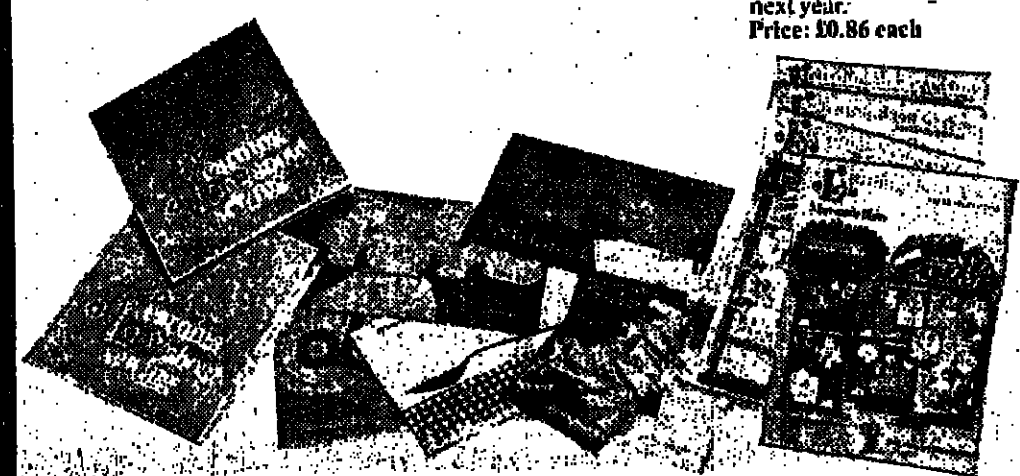
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- the contribution of management techniques
- interpersonal relationships: staff, students and parents

The course will suit particularly those who seek to widen their
practical knowledge and understanding of how the school struc-
ture functions. Places on this course will be limited. (C75/6)
Full details of these two courses, and an outline of ACE COURSES
FOR 1975/6, are now available from:

The Courses Officer
The Advisory Centre for Education
32 Trumpington Street, Cambridge CB2 1QY
Telephone—Cambridge (0223) 51456

LETTERS

'But did you get matriculation?'

Sir.—We write in response to the
article by Sue Cameron, "Schools
Council may rush up pupils' oppo-
sition to CEE" (June 6). On the
basis of our experience teaching
CEE English, we offer certain com-
ments.

We have long felt the need for a
course somewhere between O and
A level, but with greater flexibility
so that it could accommodate a
broad range of ability. For students
who have previously pursued an O
level approach, CEE may well be
broadening and enriching; for the
less academic "new sixth-former",
CEE meets a real need and provides
a continuation of the CSE experi-
ence.

We are deeply conscious of the
disturbance and educational
wastage to sixth-formers who have
pursued O level courses unsuitable
for them, whereas they can find a
high degree of fulfillment through
CEE.

There is inevitably a problem
when introducing any new course
and examination. Uncertainty exists
in the minds of both students and
parents which has to be met by care-
ful explanation and counselling. In
any case, once embarked on the
course, students seem reassured by
what they discover it consists of.
They then work happily and creat-
ively.

R. M. SEYMOUR.

C. N. HALL.

Luton Sixth Form College.

Sir.—Every innovation affecting
public examinations brings with it
the risk that some employers, or

others scrutinizing paper qualifica-
tions, will question the status of an
unfamiliar certificate or subject
title. Holders of GCSE certificates
have even recently been asked "But
did you get matriculation?"

After many years of CSE it still
remains necessary to reassure some
parents that CSE grade 1 passes are
equivalent to O level passes. Nuffield
sciences, modern mathematics,
SCISP, general studies, physical
science, have all had this credibility
hurdle to surmount. I would doubt
the intelligence of 16-year-old who
was unaware of this problem.

Every such innovation proceeds
by faith on the part of those teachers
prepared to stake their professional
reputation on their judgment of its
worthwhileness. The pupils con-
cerned may, in a sense, be put at
some risk, but they are amply com-
pensated by the extra level, commit-
ment and care that teachers put
into a new project.

As the new examination or sub-
ject becomes better known, the more
conservative or cautious teachers
and their backing and the hurdle is
surmounted. Pioneer teaching
groups, though, are almost inevitably
"scripted".

CEE has come into being quite
simply because a nine-month ported
CSE course involving cramped revis-
ion of previously failed five-
term GCSE course, over-rapid con-
version from a CSE course, or some
combination of these, is neither the
best we can provide for the "new
sixth" nor even a very good use
of the O level examination. CEE
can meet a definable need and will
therefore succeed in gaining accept-

ance, as CSE had done and is still
doing.

Meanwhile I do not find it in the
least surprising or alarming that a
majority of the candidates con-
cerned in the survey expressed a
conservative rather than a pioneer-
ing attitude to the certificate plus
letter of credit. They need not fear,
provided only that the school they
attend enjoys the confidence of
local employers in the integrity of
its statements and references.
Acceptance of new qualifications
must always proceed on this basis
of trust.

Let us have an end to self-
interested squabbling between
boards, unions, Schools Council,
minister and education press. What
is needed for 1976 is a Certificate
of Extended Education that clearly
states on its reverse its status in
relation to O level or AO level, A
level and CSE. What is needed
meanwhile is an undertaking by
CEE boards that when the CEE is
authorized, the board will trade a
CEE for the interim documents of
CSE plus letter of credit.

Given this we can do our part by
teaching the courses that we judge
are needed, examining them, and
commending them to parents, pupils
and employers, according to our
professional judgment. Max Morris
must surely find support, even
among those who normally disagree
with him, in his clear statement of
the "normal practice and duty of a
teacher to guide pupils".
C. G. SMITH,
Head,
Wensleydale School,
Layburn, Yorkshire.

Ghosts of segregation where none exists

Sir.—In "Youth workers attack
segregation" (June 13) Gavin Scott
refers to the recent DES consulta-
tive document on youth service
policy and reports those who regard
it as advocating "separate youth
provision for potential delinquents
and the socially disadvantaged".
This is not the interpretation I put
on the paper.

What I perceive the DES to be
clearly setting out is a recognition
that the youth service has in recent
years developed two complementary
functions: a universally available
social educational and recreational
service and a special regard for the
needs of disadvantaged young
people, which function it performs
on a team basis with allied profes-
sionals in the social services and
other departments.

In short, the DES are recognizing
and legitimizing the status quo.
There is no suggestion that the sec-
ondary function should "segregate"
the disadvantaged, though pure logic
suggests that in some instances their
needs may best be met in this way.

Indeed, in practice, the essence of
local youth service cooperation with
the social services is, for example,
the "intermediate treatment" of
young people at risk is that such
young people should be "treated"
in the context of the youth service's
normal provision, i.e. it is in order
not to segregate them, not to set
them apart.

Whatever criticisms may be made
of the youth service (and indeed
there are many), they cannot be
accused of having failed to diagnose
a variety of needs experienced by
young people with disadvantages of
one kind or another, and attempted
responses to them. At national level,
I instance the National Association
of Youth Clubs initiatives in estab-
lishing physically handicapped and
able bodied clubs, or in setting up
the community industry scheme for
unemployed young people, or in its
project for young people in ethnic
minorities; or the National Associa-
tion of Boys Clubs response to the
Colon of Yiddish and Young Persons
1969. Act with its intermediate treatment
schemes. At local level throughout

the country, I see examples of de-
tached youth work, youth coun-
selling projects, projects with the
homeless, nearly all at the direct
initiative of the Youth Service.

I am frankly surprised that some
see these dual functions in "either-
or" terms. The official response
to the DES of the National Associa-
tion of Youth Service (now Commu-
nity Education) Officers, of the Youth
and Community Service Association,
and of the National Council of
Voluntary Youth Services, does not
reflect any such separatist concep-
tion. In all cases, they have seen the
functions as complementary, and
have (as I read their responses)
broadly accepted the DES position.
Indeed, if it were a matter of obli-
gating the Youth Service to make a
strict choice between the two, I
believe the profession would be
disastrously split, for they are mere
by-phenomena along a spectrum.

I fear we see ghosts where none
exist.
JOHN R. EWEN,
Director,
National Youth Bureau.

No living from writing

Sir.—Gillian Freeman's article
"Miss Trotwood and Mr. MacIntyre"
(May 30) has just been brought to
my attention. In it, she appears to
refer to an article of mine in the
March number of *Education*, which,
however, she misrepresents. I have
nowhere said or suggested, as she
seems to imagine, that people write
novels just to give themselves airs.
How could they?

However, I cannot agree with her
simplistic assertion that "the
majority of novelists want to earn
their living". To pay their bills,
they have to write, and many of them
try to do this by writing for the
novelists (including herself and me)
might, under any system of pay-
ment, consistently earn their living
on the proceeds of novels alone?
They have not been able to since
the demise of the three-volume
novel in the 1890s—which, with its
artificial high price, was only sus-
tained then by the library sys-
tem. The assumption made by some
of the wider campaigners for public
lending rights that novelists "ought"
to be able to live exclusively from
novels, merely shows how prob-
lematically many writers are about
ordinary life, ordinary work and
other people's difficulty.

I am not against P.R. as such. I
am, however, against the disparage-
ment, as a literary device, of novelists
which has been for a long time
the case.

revelled, I would refer Ms Freeman
particularly to an article in the
New Statesman (May 10, 1974). It
is in the context of such emotive
propaganda, and in an attempt to
redress the balance that I wrote my
own—childish satire—article. It was
not so much an attack on anyone
as an attempt to point out the other
problems which beset writers be-
yond the monetary one.

Contrary to what Ms Freeman
appears to believe, I am not bound
to agree cravenly with any other
writer, however eminent, but I do
feel bound to speak the truth as I
see it and to reject cant. I am quite
prepared to believe, as I certainly
do, that many novelists, and many
of the public library system, but I also
know that, were it not for the
libraries, many books, now pub-
lished, would never see the light of day
at all. If Gillian Freeman is really
telling me, as she appears to be,
that I ought to repress my honest
views in this matter solely in order
to present some specious image of
professional solidarity, then I do
not think much of her advocacy.
GILLIAN TINDALL,
27 Leighton Road,
London, N.W.5.

Letters for publication should arrive
by Tuesday morning at the latest.
They should be as short as possible
and should be written on one side
of the paper only. The editor
reserves the right to cut or amend
them if necessary.

Ill equipped

Sir.—I have just completed a uni-
versity degree course, and have been
accepted by a teacher training col-
lege for a one-year course leading
to secondary school teaching. I
went to university school teaching,
and I have a "graduate" school teach-
ing diploma. My school prospects seem
to pose is this: postgraduate teach-
ing course apart, how well can I
grounding of grammar school, and
university really be said to equip
someone for a post in a large com-
prehensive school?
MICHAEL THOMAS,
27 Oliver Crescent,
Blatton, Wolverhampton.

SPECIAL
ANNOUNCEMENTS

International Educational Consult-
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LETTERS

From the exam front: howlers...

Sir.—Since we are temporarily de-
barred from retaining copies of/or
copying the objective (multiple-
choice) examination papers in his-
tory at O level (syllabus B), I must
quote reliably, I reckon, from
memory, the classic examination
"gaffe". I have come across in 45
years of studying, specializing in,
and teaching history in two
continents.

The board responsible is the Lon-
don University Examinations
Board. In question 56, the question
read something like the following
(and candidates were expected to
choose one of the alternatives
15):

- 1.—One of the chief reasons why
Pius IX was nicknamed *Pio Nono*
was that he said "No" to
- 2.—An Italian war against Austria.
- 3.—The maintenance of his own rule
in the Papal States.
- 4.—The suggestion of Papal
infallibility.

In all my years of study, I have
never heard "Nonno" (Italian "Nine
or Ninth") being transcribed to the
English "No-No". Maybe it
appeared as such in a Victorian

copy of *Punch*. Neither myself nor
my colleagues have even come
across this rendition in English of
a very loving Italian nomenclature.
Dennis Mack Smith please come to
my rescue, and to that of the Lon-
don University's Examination
Board.

B. AUSTIN CHADWICK,
St Joseph's Academy,
Blackheath,
London SE3.

Sir.—Here are extracts from an
English language O level paper
just completed by my students.

"The distinction of London
Bridge station on the Chatham side
is it is not a terminus but a junc-
tion where lives begin to fade and
blossom again as they swap trains
in the rush hour and mule for all
regions of South London and the
town of Kent."

The multiple-choice question,
which relates to this sentence
alone, is as follows: "The statement
that London Bridge is a place
'Where lives begin to fade and
blossom again' is explained by say-
ing that it is a place where people

- 1.—Grow tired of waiting for
their trains and feel better when
they have caught them;
- 2.—Flag at the end of their day
and revive as they travel home-
ward;
- 3.—Leave behind the loneliness
of the city and enjoy the company
in a crowded carriage;

London's all-in debate (cont)

Sir.—While appreciating Tom
Howarth's role in the TES as the
unrelenting defender of the selec-
tive faith, I think it is helpful if
we conduct the comprehensive de-
bate with some attention to the
facts.

Twice recently he has poured
oil on the flames that ILEA com-
prehensives have a good academic
record—in fact, often an outstand-
ing record when one looks at the
assessed ability of their pupils on
entry at 11-plus.

The figures on examination re-
sults which I cited showed that last
year when a quarter of inner Lon-
don pupils gained five or more
"O" levels came from comprehen-
sive schools. I linked this with the
fact that five years previously—at
11-plus—about a quarter of the top
ability children had entered com-
prehensive schools.

The comment I made on these
two sets of figures was: "They are
not refined comparisons—to an ex-
tent a crude analysis—but they do
give the lie to the allegation that
our comprehensive schools in Lon-
don have been falling in the job
of getting children of ability
through their academic examina-
tions."

As I made quite clear at the time,
these figures do not represent a
precise statistical comparison—such
a detailed comparison would require
a massive and complex exercise—
but equally they do show that our
comprehensive schools produce
academic results which bear com-
parison with those of selective
schools.

Surely we can agree that it is no-
sense to compare the academic
results of a highly selective direct

grant school with those of a heavily
creamed comprehensive, without
first taking into account the differ-
ence in their pupil intake. Mr
Howarth seems incapable of under-
standing this vital qualification.

And why does he wilfully brush
aside the remarkable fact that 39
per cent of all inner London secun-
dary pupils getting two or more
A levels last year came from com-
prehensive schools, when he must
know that a much lower proportion
of able pupils at 11-plus, on any defini-
tion, entered these schools than
that?

Mr Howarth chooses to use Ox-
bridge successes as his yardstick of
excellence. But even by this narrow
definition, our comprehensives have
had many successes—not to mention
their pupils who have gone on to
other universities and into other sec-
tors of higher education. Indeed,
these successes have confirmed
beyond doubt the injustice of select-
ing children for different types of
schooling at 11. For in many cases,
these very pupils were assessed at
11-plus as being unsuitable for an
academic education in a selective
school.

I find Mr Howarth's determination
to belittle the record of our com-
prehensive schools unworthy of an ex-
perienced academic, even though
now translated to professional pole-
micist. By all means let us debate as
fiercely as he likes the pros and
cons of selective and comprehensive
education, but not at the cost of
running down the efforts of dedi-
cated teachers and the achievements
of their pupils.

HARVEY HINDS,
Chairman,
Schools Sub-Committee, ILEA.

Sir.—I hope you will allow me to
correct the impression conveyed by
Mr Braithwaite's letter on the attitude
of the Emanuel staff (June 13). The
facts are as follows.

We have constantly attempted to
arrange a meeting with the then
Mr. Low (Sir Ashley Bramall) to
discuss our difficulties and our
objections to the selective and mini-
comprehensive school system.

We have been told that there
could be no question of discussing
the principle but only the methods
of implementing it. If we did not agree
to a meeting along these lines then,
as Sir Ashley Bramall stated in a
letter to me, there seemed to be no
point or purpose in such a meeting.
Mr. Garside was invited to meet
the staff after a January television
programme. She has never replied
to the invitation. Nor one of the
leading members has been near us.
They all give evasive answers when
invited by the 704 day programme
to discuss the issue of the
selective school system. It is not
likely that anyone will be surprised that we
have not had such tactics that we
were to have no say about schools

4.—Escape from the unhealthy
atmosphere of London and flourish
in the country;

5.—Forget about their daily work
and look forward to enjoying their
leisure."

Now the examiner is as aware as
I am—or if he isn't he should be—
of the rules that pertain to this
type of question. One answer must
clearly be perceived to be correct,
and evidence must be forthcoming
why this should be so. I should
like to ask London University
which it is and why. I have asked
the same of many teachers and
received a different answer each
time.

How then is the poor pupil
expected to read the examiner's
mind in this question, or for that
matter questions 14, 16, 21, 24, 26,
28 and others in the same paper?
All are shrouded in a similar kind
of ambiguity.

Pupil and teacher alike are nor-
mally denied the chance to make
this sort of request as all papers
have to be returned to London Uni-
versity immediately after the
exam, nor are they published later.

The unfortunate effect of this
lack of democratic scrutiny and
open discussion is the perpetuation
of this kind of question.

ANDREW HOELLERER,

Head of English,
Uffculme School,
Chapel Hill, Devon.

Detail from W. F. Yeames' painting, courtesy of the Walker Art Gallery, Liverpool

... and a tip for Christmas

Sir.—Hundreds of schools will have
recently acquired large quantities
of full colour glossy postcard repro-
ductions of "When did you last see
your father?" supplied by the JMB
as a stimulus to an essay question
in the 1975 English Language (Paper
A) O level examination.

This year, the board have thought-
fully refrained from stamping their
initials all over the postcard, thus
preventing the unscrupulous use of
department with a most acceptable

solution to his Christmas card
problem.

At a time when most schools are
having to forget about luxuries and
are straining their resources merely
to survive, it doesn't seem imperi-
ous to suggest to the board that
they economize with black and white
reproductions, cut their entry fees
and provide local authorities with
more funds to spend on necessities.

ALASDAIR BROWN,
Head of English,
Yorkington Grammar School,
Cumberland.

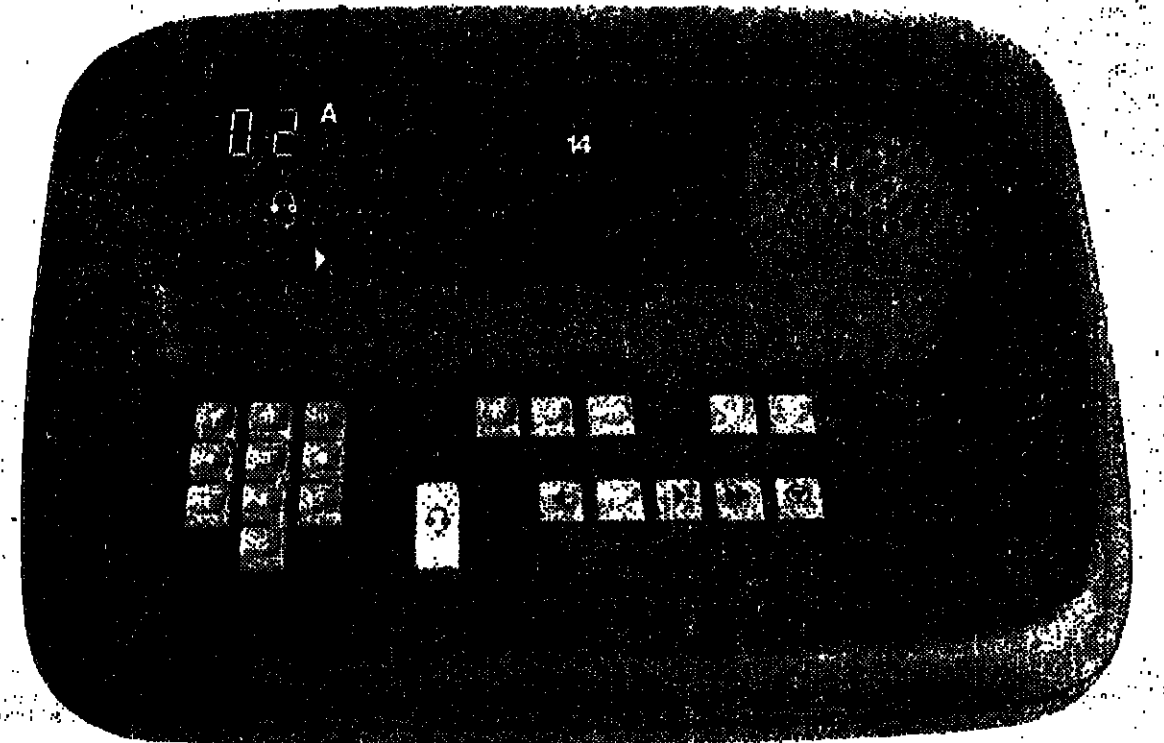
No no no

Sir.—No doubt prescriptive gram-
marians are capable of almost every-
thing. Still, I should be surprised if
D. M. Wallerstein (June 20) could
come up with a formulation of the
veto on double negatives that would
apply to "neither... nor".
J. C. MAXWELL,
Clifton College,
Oxford.

Ban the spray—for safety's sake

Sir.—I find John Maddox's unsci-
entific defence of the aerosol difficult
to understand (Science Diary, June
20). If there is doubt about the
effect of the chemicals on the
stratosphere, and he puts forward
this argument, aerosol should be

banned at least until the argument
is proved wrong, or will there have
to be 2,000 (or 200 or two) more
cases of skin cancer before he uses
a roll-on deodorant?
WALTER STORRY,
12 Lumby Close,
Lumby Lane, Pudsey.

Competitors
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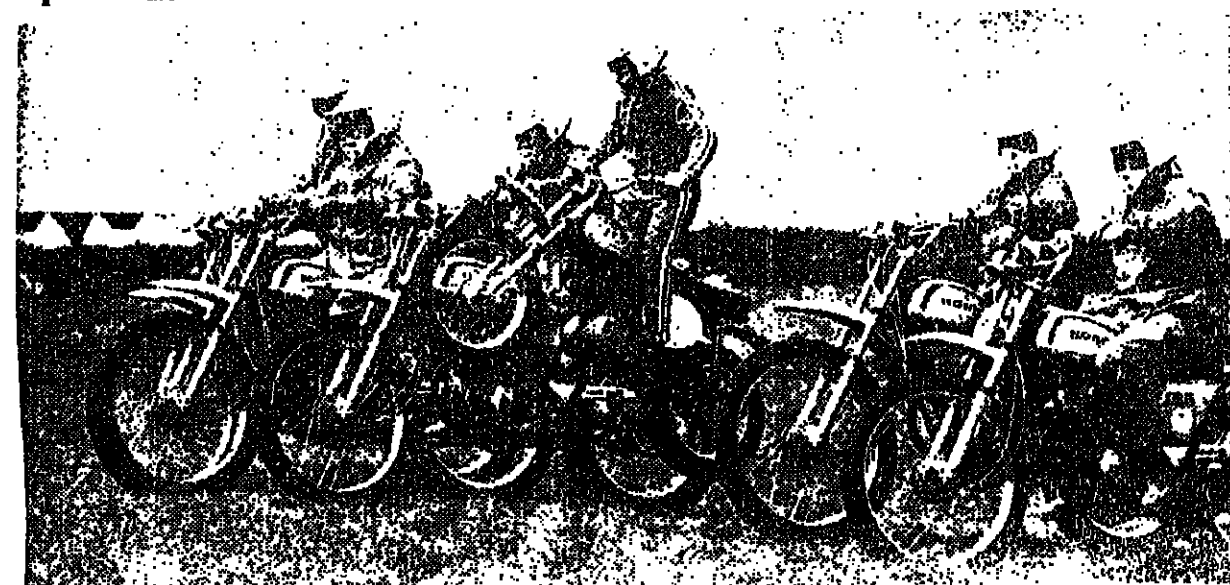
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TES 4/7

Sport



All fun to Imps on motor bikes

Six budding rivals have emerged on the heels of Evel Knievel. And the youngest of them—all under 16—are the "Imps" of the "King of the Stuntmen's" recent crash—only eight years old.

They are a team of riders called the Imps from the Adventure Holiday Project at Hackney, London, who are practising for their first full season of displays.

All the boys are from schools in Hackney—the team captain is only 16. For their daredevil performance they hurdle off jumps through blazing limps astride their Honda 125s or crash in and out of walls of fire.

Recently they were at the project's country centre at Hill Cottage, near Worcester, pushing up for their first public appearance at The Hackney Show before taking off for displays in Yorkshire and Belfast—just two of ten shows they have been asked to do.

The director of the project, Mr Roy Pratt, a senior education welfare officer with the Inner London Education Authority, said: "They have to service the machines them-

selves and follow very strict safety procedures. Apart from the display team, we have given about 1,000 boys basic instructions in riding and have had only one who needed hospital treatment."

Tenn captain Andrew Sparks, 16, who is going to college to become a fully-qualified motorcycle engineer, said: "I've been with the team since it started and it's great. The heat in the wall of fire is terrific but as long as you keep the bike moving there is no danger of catching alight yourself."

And the baby of the crew, eight-year-old Scotty Martin who has school before the scheme began broke off from hurling his mini bike through space and agreed: "The others call me Evel Knievel but I don't want to fall off my bike. I'd like to be a stunt rider when I grow up."

Brian Steward, a teacher from Upton House, Haver, Comprehensive School is the division director at the project centre. He said: "As well as the riders there is a well-drilled and hard-working arena party who keep the show running."

Scotty Martin gets away to a flying start and (below) on top of his world.



Table tennis test for Scots

For the Scots, this weekend's schools international table tennis match against England is not so much a quest for victory as a search for greater competition in depth. That is why there will be 96 boys and girls taking part in this inaugural schools international at the Easton Sports Centre, Cleveland.

Mr Eddie Still, chairman of the Scottish Schools Table Tennis Association, says that a "one table" match would have been of no use to the Scots.

The Scots, of course, do not intend to be gilding ducks at Easton and they have a number of players whom Mr Still rates highly.

Alan Mathew, of Summerhill Academy, Aberdeen, is a promising young player with senior team experience. He should get a thorough testing in this match as his opponents will include John Kitchener (Northgate Grammar School,

Ipswich), who is a ranked senior, and Davina Schmidt (Cambridge Comprehensive School, London), the schools under-19 champion.

Edinburgh boys Anwar Majid (Broughton High School) and Earl Black (Boroughmuir HS) carry the head hopes in the intermediate age group.

Margaret Cuthbertson, of Grange-mouth High School, is the top Scottish girl in the side and her principal English rivals will be Karen Rogers (Collegiate Grammar School, Leicester), the English schools senior champion, and Mandy Mellor (Henry Fanshawe School, Chesterfield), the runner-up.

This weekend's event will have team competitions in six groups as well as individual matches to decide the Anglo-Scottish champions, which means a lot of table tennis over the next two days in Cleveland.

Chris (13) takes cycling honours

The Harrogate Cycling Festival turned out to be a festive occasion for Chris Barber, of Testwood School, Southampton. He began by winning the English schools under-13 time trial and last weekend, returned to add the circuit race and grass track sprint titles to his laurels.

Wendy Page, the outstanding girl rider, picked up two championships in the under-13 group—the time trial and circuit race. Wendy, who goes to Bungey Middle School, Suffolk, was also the most successful schools cyclist last season.

Kevin Carr, of Sheborne High School, Selby, was another double winner—collecting the under-15 circuit and grass track championships. John Willmott Grammar School, Sutton Coldfield, cleared the board in the team events, winning all three championships in the boys' section, a feat never achieved before.

Canoeists bring life to docks

Surrey Dock, by the Thames, is something of a ghost town these days, occasionally brought to life by activities rather remote from its great trading days. And one of these will be the London schools sprint canoeing championships on Wednesday held in what used to be the Albion Dock section of the port, which is now a water sports centre.

Mr John Whitworth, the organizer, says he expects about 100 boys and girls to compete in single kayaks over 250, 500 or 1,000 metres. Mr Whitworth is head of outdoor pursuits at Henry Compton School, Fulham, which has a strong canoe tradition and which will be represented on Wednesday.

Scott Lidgett School, by Surrey Dock; Upton House School, Hackney; Garrett Green Girls' School, Clapham; Wandsworth School; Watworth School and several paddlers from schools in Buckinghamshire will also be competing.

In brief

Illiterates must pay

Adult illiterates in Essex will have to pay 50p a year for reading classes, the education committee have decided. Mr David Chaffield said at a meeting: "Anyone who is illiterate has had a chance of learning to read and write absolutely free of charge. This is the second time round at a very nominal cost."

Support group

Wickham Heath, near Eves, has become the first village in Suffolk to form a group in support of the Festival International Children's Village at Sedlescombe, Sussex.

Honoured

Sir Lincoln Ralphs, chairman of the Schools Council and, until his retirement last year, chief education officer for Norfolk, is to receive an honorary doctorate of the University of Surrey. Party senior pupils from Norfolk schools are to be present at the ceremony.

Hopes dashed

The parents' action group set up at Belton, near Great Yarmouth, to fight for a middle school had their hopes dashed when Norfolk Education Committee last week rejected their plea by 20 votes to 12.

Reprieved

Redham School, Purley, Surrey, which has been threatened by closure since February because of financial difficulties, is to carry on in a restricted form. The governors said last week: "The school provides for children from broken homes and non-parent families."

Craft centre

A new craft centre, converted from a disused laundry, has been opened at Felsted School, Essex.

Language courses

Specialist Language Courses (York) have opened a 1,000,000 language centre in the city to provide courses in technical and commercial English for business and scientific executives from overseas.

NAEE conference

The annual conference of the National Association for the Advancement of Education will be held at Sheffield from August 28-31. Details are obtainable from the general secretary, Mr P. D. Neal, headmaster, Perry Common Comprehensive School, Birmingham B24 7NP.

Heritage Year awards

The results of the Civic Trust's main Heritage Year awards have been announced in a special report which is available from the Trust's publications department, 17 Carlton House Terrace, London SW1Y 5AH, at £1.50, plus 50p postage.

Research tool

The Science Research Council has given a research grant of £125,000 over three and a half years to Dr R. E. Richards, Dr D. I. Hough and Dr D. F. Campbell, of Oxford University biochemistry department, for the development and construction of a Fourier transform nuclear magnetic resonance spectrometer to operate at a frequency of 400 MHz—substantially higher than any instrument so far constructed.

High speed trains

The first George Stephenson lecture of the Institution of Mechanical Engineers, "High-speed trains—location in the future," will be given by J. D. Gordon at the Physics Lecture Theatre, University of Southampton, on Tuesday.

6,000 more join OU

An extra 6,000 students joined the Open University this year, bringing the number studying for Open University degrees to 19,500.

Kitchen design

A top prize of £100 is being offered by British Gas to sponsor a catering colleges, for the best attempt to redesign the kitchen of a university refectory built in 1940s. Entries close on November 14.

Poly science

Kingston Polytechnic is to start a new course in September leading to a CNAAC diploma of BSE and BSE (honours) applied science, specialising in second and third years in earth science or resources science.

FE guide

A Compendium of Advanced Courses in Colleges of Further Education, published by the Regional Advisory Councils in England and Wales at £1.50, is intended as a reference book for all concerned with advising pupils who wish to continue their education by full-time or sandwich courses in institutions other than universities in England and Wales.

Appointments

Schools

Mr Douglas Austin, head of Park Middle School, Shrewsbury, to be head of Winstanley High School, Basildon, Essex.

Mr John Larkins, deputy head of Longlands Upper School, Bristol, Leicestershire, to be head of Park Comprehensive School, Bristol.

Mr James Beynon, deputy head of St. Mary's Catholic College, Walsley, to be head of St. Philip Howard Roman Catholic School, Tower Hamlets, East London.

Mr Peter Hesdon, deputy head of Cleve School, Gloucestershire, to be head of Kingston High School, Hull, Humberside.

Universities

Dr Gillian White, reader in Law, Manchester University, to be chair of international law at the University of London, in succession to Dr Worley, who is retiring.

Mr J. A. Burrow, lecturer in English at Oxford University, to the Winstanley Chair of English, Bristol University.

Mr P. A. Edmond, deputy director of the School for Advanced Urban Studies, to a personal chair, Bristol University.

Dr J. L. Jewell, lecturer at the London School of Economics, to be chair of public law at University College, London University.

20/21 Child bullying; the NASPCC

22 Craig Raine on invented languages

23/27 Books: Robert Louis Stevenson; logic; curriculum development; modern languages; sport

28, 53/54 Resources: microteaching; materials for slow learners

Parent concerns

The idea that parents should be involved in school affairs has found increasing acceptance as parents' associations, parent-teacher associations and parent representatives on governing bodies have proliferated. But the fact of an active parents' campaign with specific objectives is still likely to ring warning bells—and not only in the corridors of educational power.

In May, 1973, for example, the Billingshurst Education Action Group was set up to campaign for adequate primary school accommodation before population increase in the area brought overcrowding. In their profile of themselves recently published in *Where's the register of parent campaigns*, the group, listing their least effective tactics, say, "Our name apparently frightens some people because 'Action' sounds militant."

Campaigns, by their very nature, have their centre of gravity outside the established administrative system, even where it already makes provision for the voice of parents to be heard. However unarguable their aims, they are likely to be seen as a threat because, if they make headway, they are certainly a disturbance.

In October, 1974, the St Monica Road School Action Group was set up in Southampton to campaign for adequate provision at the school—a aim with which no one could disagree. Yet the group point out that the campaign continues, but "the name has been dropped at teachers and the parents' associations object as they thought the publicity brought the school into disrepute."

Despite its militant connotations, campaigning is not the prerogative of any particular group. Parents campaign on all sides of the educational barricades—to end selection or to retain it, to maintain schools or to close them, to protect traditional methods of teaching or to reform them. The campaigns which have found their way into the *Where's* register, however, are something of a pre-selected group.

Compiled from replies to *Where's* general invitation to parent groups to answer its questionnaire and pool their experiences, the first edition covered over 50 entries. But it is naturally biased along the lines of the magazine's readership. A large number are members of the Confederation for the Advancement of State Education and, although the register is open to all groups, whatever their ideological, social or religious allegiance, none of the campaigns to maintain grammar schools is there. Perhaps they don't read *Where's*; perhaps they don't want to give their tactics away.

"Always remember," says the register, "the art of campaigning is to get what you want, not to have a war." One of the aims of *Where's* is to compile it, and of the Advisory Centre for Education in publishing it, is to make the new and potential campaigners to benefit from the experience of groups which have fought similar campaigns. But if all parent campaigns are to be encouraged, as a way of expressing wishes, the difficulty is that campaigns vary so enormously in their aims that what they want can be completely contradictory.

It ends very, so, too, do means. The practical advice which the campaigns give in the register is often contradictory. Some groups have found that public meetings are a waste of time; others have found them useful. Whether it's a question of writing to local education authorities, what is meant by "one group is better than another."

Some general principles emerge, however, that you have to know what you want and stick to it; that you should keep a large supply of salt for sprinkling on official assurances and promises; that you should persist. Some general deductions are also possible: the parents they wish to represent; many of the active workers are people wearing the two hats of parent and teacher; most of the campaigns are of middle-class.

Most successful have been those with specific, limited and practical objectives—such as replacing an old school getting school buildings or some structural change in the administrative system; those, as with Rich-

Mary James looks at the progress and problems of some parent action groups



As the gym mistress said to the Secretary of State: Reg Prentice meets the teacher side of Newham Education Concern.

pulga's aims struck a chord of sympathy in the L.E.A.; and, finally, but perhaps most importantly, those which have realized a permanent role for themselves as a kind of consumer council.

Newham Education Concern are one of the last type. They began, in April, 1973, with one crucial figure—that only 10 per cent of the children in Newham passed four or more O levels or CSE, compared with the national average of 25 per cent—and a shared conviction among a small number of members of a local church group that this figure confirmed widespread worries in the borough and could be used to mobilize public action.

Since then Newham Education Concern have used every tactic under the sun, short of guerrilla warfare, to both widen their base and make their voices heard. Their stated aim is "to improve by all possible means the quality of education in the London borough of Newham." They have organized public meetings, a petition, demonstrations, a lobby of the education committee, letters to the L.E.A. and the Department of Education and Science; a demand for a public inquiry into the state of education in Newham; research into the facts about a selection of schools so that Mr Reg Prentice, their M.P. and then Education Secretary, could be presented with a dossier when he visited; leafleting of markets, jumble sales, discussions.

"One of our strengths," says Mrs Elsie Lewis, chairman of the group, "has been that in education Newham is absolutely bottom." On all the usual indices, Newham's schools and pupils come out badly. It has suffered acutely from teacher turnover, short-staffing, poor and insufficient school accommodation. "People have been accustomed to think that nothing can be changed and the situation is such that it is difficult to believe anything else. But now people are beginning to see that things can be changed by pressure. We've made education a burning issue."

Because Newham is a fairly homogeneous working-class area, Newham Education Concern have not been encumbered by those social divisions which so often inhibit campaigns from becoming concerted movements. The fact that their supporters know that they are not getting a good bargain within the system as it is has precluded the dissipation of energy on ideological debate. From the start, they have disapproved the usual official response that parents are apathetic or inarticulate. They have challenged the system—by questioning the D.E.S. theory of

basic needs and insisting that central government help is necessary—but they have not attempted to move outside that system. Free schooling and deschooling are not part of their thinking.

But the campaign has added new dimensions to the idea of education in their area. A reading scheme in which volunteers help children (and adults); a holiday school which was successful not only for the children but also for the teenagers who helped; information for parents on how to make complaints and the provision of help in doing so—some of these activities are unique to Newham, but they have shown that a campaign can effect change by looking to the needs of parents and children as well as by demanding action from the authorities.

What is probably unique to Newham Education Concern is their latest achievement in applying for, and obtaining, grants from two national trusts in order to set up and monitor a parents' centre. A new group, Newham Education Services Association, has been formed to receive and administer the money and they hope to have obtained premises, appointed staff and opened their parents' information unit and as a base for parents' activities, coordinating and developing the support services which became part of Newham Education Concern's work. The appointment of a full-time research officer will enable them to benefit from what experience they obtain and the monitoring of the accumulating campaigning experience of Newham Education Concern, who will continue as a separate body.

Whether because of the support services they have engendered, the greater staying power of their active members, their gentler name or simply good fortune, this campaign has survived where that of the East London Schools Crisis Action Group has not. When support of teachers had become critical in London's East End at the beginning of 1974, a number of teachers called a meeting to explain to parents why their children were being sent home from school. The meeting was successful, the anger of parents apparent, and out of it the Action Group were formed.

That group tackled many of the same difficulties as the Newham campaign: insufficient accommodation for teachers, the evasions of the local education authority, parents' complaints. By the summer of last year, they were planning a wide-ranging survey of the area's difficulties. But nothing much happened. One reason, perhaps, was that some of the teachers who were running the group,

most active members did not live in the area, though not for lack of trying. Another, apparent at the meeting which discussed the need for more information, may be that parents and teachers tended to differ in their priorities: perhaps teachers are more interested in fundamental questioning, where parents want to make the system work for their own children.

When the current academic year began, the teacher shortage in the East End was no longer acute. The steam had gone out of the Crisis Action Group and they are now either defunct or dormant until the next crisis. They served one major purpose of making opinion heard and anger felt; but, although they were well aware that teacher shortage was not an isolated difficulty, they were unable to sustain interest for the wider issues.

On those wider issues, the London Schools Campaign, as an umbrella organization, have undertaken the task of coordinating the information, experience and difficulties of their member groups. In a more ideological and, so far, smaller way so have the Bootstrap Union, who started 18 months ago when a group appeared on an Open Door programme, and who have produced a charter. The London Schools Campaign and the Bootstrap Union are concerned directly with teaching: the former are working for a full-time, stable and qualified teaching force in London schools; the latter for an improvement in the standard and scope of teaching. Both recognize that their campaigns are long-term tasks.

The London Schools Campaign start from the organizational point of view, trying to make the Inner London Education Authority face the financial and administrative situation which results in poor schools and parental dissatisfaction. Open to all suggestions—and anxious to share them—about how to improve schools and communication channels, they are a pragmatic organization, as active as their member groups. They tend to operate by comparing the statistics and performance of individual authorities, and by contrasting good with bad. The fundamental questions about middle-class assumptions of the educational system, which at one meeting came from a representative from Brent, were briefly discussed, and the meeting then moved on to the subject of a campaign newsletter.

Peter Norwood, chairman of the Bootstrap Union, starts with those basic questions about the attitudes which inform the system. This attitude, he says, has one single purpose: "to bring about a recognition of the nature of the problem". Their charter states the issue thus—that universal education has failed as far as underprivileged children are concerned and the primary reason is "the organizational structure of our education system containing built-in constraints."

"The fundamental issue," says Peter Norwood, "is whether we want to change all schools or just the schools our kids go to. There is a need for some body to look at consumer interests from an independent viewpoint, but in education there are so many people with vested interests. I would like to see CASE as an automatic spokesman on educational issues, but the problem is it's so darn middle-class. Somebody likened it to Oxford—distributing the largesse of its opinion. Very often the teachers' unions don't stand for the interests of children. We have a tremendously wasteful system, but nobody seems prepared to make any drastic changes; the structure of schools is such a racket like this."

Conflicts of ideology inevitably lurk behind campaigns and organizations who attempt to bring about change in education: it is an area where providing the means for parents to influence what happens can never be an end in itself. But if the parents' campaigns inside and outside the *Where's* register roared on no other issue, they would probably come together on one common cause—the need for proper channels for information and complaint. Whether at Newham Education Concern or the Bootstrap Union, it is a common plea that most parents are at a loss to know where to get help. After neighbourhood law and advice centres, why not neighbourhood education centres? Perhaps Newham will soon be able to say whether it's a good idea.

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HEROD? WHO WAS HE?

Albert Hunt on "understanding" sport

The Oxford Companion to Sports and Games. Edited by John Arlott. Oxford University Press 18.50. 0 19 21538 3.

Since I started browsing through this book, which, according to the blurb, is intended "to help the reader understand, and therefore enjoy, a particular sport when he watches it for the first time", I have been trying to remember how I came to "understand" the games I have most enjoyed both playing and watching.

I cannot remember a time, for instance, when I did not "understand" football. I must have learnt about it kicking a ball around illegally on the streets of the council estate in Nelson where we used to live. I do remember my father explaining to me how the change in the off-side law had brought about the stopper centre half, but I have always found the game very simple to "understand". It is only the television commentators and sports journalists and managers who make it sound difficult.

Cricket was a bit more tricky. I probably played more cricket than I ever played football; and I also read every cricket book I could lay my hands on. The LBW law seemed to be different according to when the book was published. Years later, when I was teaching in a grammar school, I implied a house match and was loudly abused by a fourteen-year-old boy for giving him out LBW when he played forward. Everyone

knew, he said, that you couldn't be out LBW when you played forward. I still think I was right and that the ball would have hit the wicket; but since, in another match, I gave a colleague out caught at the wicket, when he swore the ball had come off his hip (he showed me the bruise), I may have been mistaken. If so, I was in good company. I'd read in Herbert Sutcliffe's autobiography that after a few sessions learning about pad play in the Yorkshire nets he was given out LBW several times. And the game was simple then—nowadays a cricket captain needs to be part computer.

I learnt about cricket and football by playing the games from as soon as I could walk. With lawn tennis, though, it was different. When I was about thirteen, I was spending my summer holidays with an aunt in the Yorkshire Dales and happened to read a girl's school story. It contained a description of a tennis match which, I learnt, opened with a "love set". What, I wondered, could this strange phrase possibly mean? (I was very immature at the time.) On the bookshelf was an encyclopedia of games, and so I avidly studied the rules of lawn tennis. After that, when I played tennis against myself, by hitting a ball at the wall, I always scrupulously observed the correct score.

I learnt to "understand" rugby, too, at secondhand. When I went to Oxford University, I trailed down to watch the University soccer team and stared in blank disbelief at what I saw. It's true that there was the occasional skilful

player. Tony Pawson, who later played for Charlton, would cavort down the wing; and there was D. B. Carr, better known as a fluent batsman, and a controversial figure in the politics of cricket.

But the best you could hope for was that some club like Arsenal would send their fourth team down to rounce the Oxford XI in front of a hundred or so bored spectators. And meanwhile, over the hedge on the next field, thousands of fans were bellowing "Feet, feet". That was clearly where the action was. And so I went along with a friend from a rugby-playing school, who taught me that forward passes were illegal and instructed me in what were laughably called the "subtleties" of the game. I watched it for a week or two, which is how I learnt the rules of rugby; then I drifted back in the despair to Tony Pawson. I took my friend along with me once, but he could never accept that a forward, defence-splitting pass could be satisfying.

People learn to "understand" games, it seems to me, for a variety of irrational reasons. I got to know about bullfighting through reading Ken Tynan's theatre criticism. After reading Tynan and Hemingway, I "understood" the first bullfight I saw all right, but it seemed to me a messy business. Perhaps the matadors were having a bad match.

So far as I can judge, though, this companion lives up to its aim of explaining to readers exactly what particular games are all about. I looked up "Baseball" and "Football American", games I know only

through having read about them or come across them in movies, and I found the descriptions clear, simple and to the point.

It was only when I turned from the general descriptions to the potted accounts of individual sportsmen that I began to find the book a bit disappointing. Of Sir Stanley Matthews, for instance, we are told that he was "one of the finest dribbling wingers in the history of football", and that he played in "886 first-class matches that included 54 appearances for England in the League and 86 FA Cup matches". Well, I suppose it might settle a few bets but it tells you very little about the man I once saw demolish Switzerland single-handed. He stood faced by a defender, with the ball at his feet, swivelled his hips, and the defender slid back into exactly the same place as before. So he waited again, smoothed out his baggy shorts, swivelled his hips again, and this time, when the defender slid yet again into the mud, he took the ball away. That to me was Stanley Matthews: the companion does not even describe how he won his cup, needed, virtually by himself, when the match seemed interminably lost.

About George Best, all the book says is that he was "an accomplished forward with superb ball control" and "European and English 'Footballer of the Year' in 1968-69". Not a word to suggest that Best was one of the most explosive figures ever to step out to a football field, and that he chose to walk away from the game at a moment when he was arguably the best in the world.

And, of Geoff Boycott, the book says that he is "One of the most dedicated batsmen in Cricket". But no doubt the book was in print before Boycott's declaration led him to refuse to play under a captain he couldn't respect.

Still, you can't have everything in a book, even one with 1,143 pages. And in case you didn't know, the last entry will inform you that Zucchi, R. is an Italian water skier who, in September 1970, "equalled SUVERHOUDS world record in the slalom event by negotiating 27 bunnys in six successful passes". If you don't "understand" this, you have to do is look up "slalom". Only "slalom" isn't listed.

At £8.50, the book, lavishly bound in cloth, is a bit expensive for all but the most infatuated. But if you can lay your hands on the school library funds, it's a good buy and who knows? a schoolboy, trying to find the dirty bits, might wonder who he was. He'll turn to the Oxford Companion to Sports: Games, and find that Herod (156-81) was "a racehorse, bred by Duke of Cumberland, who, together with ECLIPSE and HEROD... founded one of the only three lines from which all thoroughbreds are descended". After which he'll turn to Muehlen, who "legally" with ECLIPSE and HEROD... and then to Eclipse, who "legally" with HEROD and MUEHLEN...

The Edmonston Eskimos collection are green and gold.

BOTH SIDES OF THE BLANKET

Jill Turner

The Single Woman's Guide to Pregnancy and Parenthood. By Patricia Ashdown-Sharp. Penguin Handbook 95p. 0 14 046 183 3.

Two hundred thousand unmarried women become pregnant each year, only a few of them deliberately. They have to face both practical and emotional problems that are finally theirs alone. Those problems cut across administrative boundaries, but Patricia Ashdown-Sharp has brought them together in one handbook. Under sub-headings like "What you can do while your child is in care" and "If you are at college", she discusses the arguments sympathetically and unpatronisingly. In simple terms she sets out the facts, the dangers and the advantages of marriage, abortion, adoption and single parenthood in the hope of helping the girl to separate her own feelings from the pressures of society, her parents and the father of the child. Except in the chapter on marriage, the author assumes that the father does not want to be involved with the pregnancy, and the child. Under those circumstances, what decision is made is not as important as that it should be the girl's own.

The chapter on abortion is both one of the strongest and most delicately written parts of the guide. It gives the major arguments for and against abortion, but then has a longer section on the mixed feelings most women have about the operation. A professional counsellor is likely to be helpful in testing those feelings, but encourages the reader to look elsewhere if the first counsellor she sees is unsympathetic.

The table of the facilities, costs and delays of the NHS and of both the charitable and commercial private sectors is most useful. It is a depressing indication of our lack of progress that it will be illegal to publish such information if James White's Abortion (Amendment) Bill, now being studied by a select committee, becomes law. That Bill, and David Owen's Children Bill—which may force some single mothers to

have their children adopted if they are left in care for three years—are the only changes in this area since Patricia Ashdown-Sharp started her research three and a half years ago. Certainly there are no plans to implement the Fliner Report's recommendation of a Guaranteed Allowance for one-parent families which would ease their greatest problem, that of poverty.

There are difficulties, of course, in writing for a wide range of readers and circumstances, but it is easy to pick out the chapters relevant to one's own situation. The guide is perhaps most suitable for the girl who has "got herself into trouble" and, apart from the contraception advice for the future given in the final chapter, needs to sort out her own ideas. Some of the sentiments expressed will be too obvious to the intelligent and independent woman who may actually have planned her pregnancy and may already own the shorter and more campaigning Women's Rights: A Practical Guide by Anne Coote and Tess Gill. Nonetheless, Patricia Ashdown-Sharp's book deals more thoroughly with topics like pregnancy-testing which are particular to parenthood, while not neglecting the position of the single mother under law, her rights to benefit and her housing and employment situation. This same thoroughness does mean that the guide is dauntingly thick, which may make it less likely to be read by those who need its help most. I hope not.

Infertile Marriage. By Robert Newill. Penguin 50p. 0 14 046 210 4. Childlessness. By Elliot Philipp. Hutchinson £3.60. 08 122960 X. Arrow Paperback 70p. 0 09 910210 2.

In a society geared to making every child a wanted child, the one in 10 couples who are unable to produce the child they want tend to be forgotten. And with fewer unwanted children available for adoption, these infertile couples have less chance of finding a baby to bring up as their own. Two books aimed at helping infertile couples to understand their problem have been published recently. They are of equal length in paperback and

cover almost exactly the same ground. Both are optimistic in so far as they do not make the cheerful reading—ambitious couple can see that many things can be wrong and need constant reassurance that most of them can be helped.

Sex education is at the root of the problem, but surprisingly few number of cases. Three per cent of couples who attend infertility clinics have not been having intercourse. These books are right, therefore, to start by explaining the reproductive process in unambiguous detail. But authors too are concerned to overcome the shyness that prevents many couples seeking help before it is too late—a major hindrance at a time when nearly two-thirds of infertile couples can expect to achieve pregnancy within four years of first attending a clinic. Elliot Philipp takes the reader through the first step of seeking help, to the visit to a clinic, slowly introducing each member of the infertile team, going through the questions asked, the examinations, the treatment and the possible operations. It is a clumsy structure that leads to repetition of whole paragraphs, though his attention to make the subject approachable is laudable. I subject approachable is laudable. I have the same misgivings about his casual style that sometimes emerges as just too much like a first draft—the result, perhaps, of having written thirty-odd books.

While Philipp presents infertility as a problem of engineering, Newill lays more stress on emotions. But and the action of hormones. Both (Newill with the help of photographs and reproductions of X-rays) explain just what is involved in tests like endometrial biopsy, uterineography and laparoscopy. To my mind, Newill's account is 20p cheaper is rather better written. He works in one of the country's finest infertility clinics, at University College Hospital, and Dr Newill is month waiting list, and infertility about as concerned that infertility about as have great recognition as a special branch of medicine with clinics in most hospitals. In an historical appendix, he points out that the tradition of laying blame on the woman for being "barren" in gynaecology has greater advances in the study of diseases exclusive to men. Ironically, man suffers for his part in judices.

A SCRAPBOOK OF LOGICAL OUTRAGES

Anthony Quinton

Thinking about Thinking. By Anthony Flew. Fontana/Collins 50p. 0 00 633580 2.

"A love of truth", Gilbert Ryle once wrote, "is not incompatible with a passion for correcting the error". Professor Anthony Flew, who was once a pupil of Ryle's and whose style has certain Rylean cadences for all that it is very much Flew's own, comes forward as a paladin of rationality in an agreeably passionate spirit. There is nothing in the least incoherent about that. One of the lessons that he is most keen to enforce is that the motives which lead someone to espouse a given belief are something quite distinct from the grounds on which that belief must rest for its justification.

It is, then, neither a criticism of Flew's consistency nor of the cogency of the principles of rationality that he advances to observe that the very great majority of the examples of intellectual dereliction which he illustrates and condemns these principles are of a broadly left-wing or, to employ what he would call "sneer quotes" to 29, "progressive" nature.

When he discusses the arbitrary nature of words, his example is the application of the label "democratic" to the Soviet Union and its dependencies. Considering the misuse of statistics, he concentrates largely on propositions and arguments intended to support the equalisation of wealth. On the subject

of advertising, it is not advertisements themselves that he selects for examination, they being, in his view, now too familiar and obvious a target, but the chic rubbish of some critics of commercial advertising who assert that it "contributes to the cultural stratification of our society".

Even when he appears to be criticising a possible right-wing sophism he manages to turn it to good left-bashing account. He points out that it does not follow from the fact that all communists claim to reject racial discrimination and that Angela Davies also makes that claim that she is a communist. His main purpose is to show that an argument can be invalid even though its premises and conclusion are all true. He then goes on to say that "claim to" is inserted in the premises "to allow for such scandalous realties as the anti-Semitism tolerated or inspired by the Soviet Communist Party".

While reaffirming my agreement that the correctness of the principles they are used to illustrate is in no way undermined by the ideologically somewhat one-sided nature of his examples, I am inclined to feel that this selectiveness may reduce the rhetorical effect of his book. The therapeutic powers of a medicine need not be reduced by a moderation of its flavour and patients may, in that case, get it down more easily.

The last notable book of this kind, Susan Stebbing's *Thinking to Some Purpose*, had almost exactly

the opposite flavour to Flew's, although his hostility to religious apologetic, now much less vehement and obtrusive than it used to be, is something she shared with him. One thing he does not share, as far as I can see, is her facility to elementary logical errors, a pretty desperate fault in works of this kind. She wrote: "A little reflection shows us that if what we are maintaining is false, then anything implied by what we are maintaining is also false." That Edinburgh is in England, which is plainly false, equally plainly implies that Edinburgh is in Great Britain, which is true. What she should, of course, have said is that whatever implies a false proposition is false, not that whatever a false proposition implies is. Flew is professionally incapable of that sort of howler. For the purpose in hand it is that, and not the ideological differences between them, that matters.

Thinking about Thinking is the outcome of a collection of logical outrages built up over a number of years. It is natural that the items included in such a scrapbook should be things that positively annoy its compiler. The source of the book's selectiveness, then, is also the reason for one of its virtues: its raw material is almost wholly composed of live specimens. More than that, the choice and arrangement of topics has been dictated, not by the conventional arrangement of logic textbooks, but by the shape emerging from his pathological material as it steadily accumulated.

Flew begins, with the essential

RECAPTURE

Martin Booth

Three books that were first published in the mid-1940s have recently been reissued by Faber: *Prospero's Cell* (£1.50 0 571 04841 2), by Lawrence Durrell, and Philip Larkin's two novels, *Jill* (£1.25 0 571 10691 9) and *A Girl in Winter* (£1.25 0 571 10692 7). Durrell's book is a captivating piece written about his years spent living on Corfu in the latter half of the 1930s. The book recaptures a way of life now lost and sadly distant. When first published, it showed Durrell's skill as a poetic prose writer, whose observation of intrinsic detail gave depth and quality to his work, supplementing his quiet, efficacious wit and sense for the beautiful. Re-read now, the book is not so much a nostalgic memory, as a lament for the world as it was then, with a timelessness and aetherial grandeur.

The republication is a most welcome event, as gladly received as the paperback reissue of Larkin's two novels. In the two books, one sees all that one admires in Larkin's poetry for as with Durrell, he is a poet writing in another, not-too-distant medium. Apart from his mastery of theme and direction, one sees the poet's sharp observation of minutiae and his sometimes sardonic, sometimes touching wit and sense of humanity and reality. Also, Larkin's characteristic control and taut use of language lend their powers to his prose writing. Where Larkin really succeeds is in his construction of his characters who seem not to be inventions of fiction, but living people, adequately and exactly described and portrayed, without too much ephemeral detail, yet death with in depth and with feeling and compassion. At a time when so much modern fiction strives for effect or depends upon literary gimmicks, the reappearance of the Larkin novels is an occasion to be savoured.

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BASIL BERNSTEIN

Major reviews for the third volume of Basil Bernstein's collected articles and essays. (Brian Jackson in the *Guardian*)

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This 24 year old English teacher of a class of 35 is suffering from Research Fatigue



John C. 136

28 Resources

Course for self-examination

by Fiona Wells

A self-administered micro-teaching course, "Effective Questioning", has been developed by the Micro-teaching Research Unit at Lancaster University, directed by Professor Elizabeth Perrott. Broadly speaking micro-teaching is a self-instructional technique based on the practice, self-evaluation and re-practice of specific teaching skills. The teacher evaluates his or her performance with the aid of videotaped sequences.

Available for a variety of video systems and for 16mm film, the course consists of five sessions of three hours. It sets out to increase student participation in class discussion. The course would have to be hired by schools or centres with their own video equipment as it consists only of books and films or videotapes.

Developed with the aid of a grant from the Department of Education and Science, the course concentrates on teaching skills that can be applied to any subject. The half-hour film that introduces each three-

hour training period shows a number of model teaching experiences, covering such diverse subjects as UFOs, the industrial revolution, animals' means of self-protection and Gulliver's travels.

Before starting the course, the teacher should read the accompanying handbook which identifies the particular skills under review. The topics include: redirection of questions to other pupils, questions requiring higher order thinking than the previous ones, teachers' bad habits like answering their own questions or impeding conversation by repeating their own or pupils' questions.

In each three-hour session there are three specific skills teachers are supposed to work on. After seeing the film, the teacher is filmed conducting his own practice session of 10 minutes with about half a dozen of his pupils. He then evaluates his own work, plans a re-teach and conducts another 10-minute session with other students. While evaluating this

second class, the teacher can invite colleagues to sit in on the playback if he wishes. According to Professor Perrott, about a third are willing to display their skills in public; the rest keep them private, and can erase the experience altogether.

Introducing the programme in London last week, Professor Perrott emphasized the specific nature of the skills being developed and the encouragement teachers have to improve their performance right away. Independent research has shown that after taking the course, the amount of lesson time taken up by teacher talk was reduced from 75.1 per cent to 53.3 per cent. Re-teaches after four months showed a regression, but only up to 61.2 per cent. The course can be hired at £69.00 a week with one teacher's handbook; extra books cost £3.

Guild Sound and Vision Ltd, Training and Education Division, Woodstock House, Oundle Road, Peterborough PE2 9PZ.

Sight and sound

by Ernest Millington

Filmsound 35. Model 765A; Cassette strip viewer with synchronized sound. Bell and Howell A.V. Ltd, Alport House, Bridgewater Road, Wembley, Middlesex. £208. With special stop £215. 110/220/240v, 50/60Hz, 100W.

The Bell and Howell Filmsound 35, Model 765, claims to be a complete teaching machine, consisting of a filmstrip viewer with synchronized sound commentary. The filmstrip and soundtape are easily loaded into a cassette unit which fits snugly into a compact and robust case, with 10-inch screen and built-in speaker and designed for daylight viewing.

The unit will accept 35mm single-frame filmstrips carrying up to 156 frames, while the sound and the control cues which keep the pictures advancing in step with the commentary are recorded on a conventional tape cassette. The equipment can be switched to fast forward or backward at any time without losing picture/sound synchronization.

The model is robust and simple to operate, although the small viewer makes it more suitable for individual or small group work than for full class operation. The simplicity of the software makes it truly straightforward for the teacher to construct his own programme, by careful planning and timing is necessary to avoid having to edit the filmstrips. A similar machine, with slides instead of filmstrips, would be better for the non-technically minded teacher.

The price and construction make this machine more suitable for programmed learning in science at technical subjects, ie, for top secondary or higher education, than for primary schools.

It is a sound machine which could be a success if sufficient programmes were available commercially.

Bicentennial fervour

by Frank Lipsius

The United States Information Service Library, at the Upper Brook Street entrance to the embassy in London, carries free copies of the *Bicentennial Times*, a monthly publication that combines information on American history and travel. The paper, and its publisher, the American Revolution Bicentennial Administration in Washington, aim to encourage celebrations of the American War of Independence.

The Bicentennial celebrations themselves, conceived two years ago, got mixed in prolonged and acrimonious debate from the start. First, there was a conflict between Philadelphia and Boston over which would get the most government money to become the focus of celebration. Each presented schemes on the kind of expensive Disneyland they would put in the centre of their towns, using mostly ghetto property and federal funds.

Philadelphia won, and its scheme promptly ran into intense local opposition from ghetto leaders who thought housing was more important than tunnels of love renamed "Freedom Rides". City officials tried to effect a compromise by promising both houses and fun, but this too was rejected, and to few people's satisfaction, the Bicentennial soon reflected the spirit of 1776 instead of 1776.

The one advantage of this conflict was to localize the celebrations. The function of the *Bicentennial Times* is to let people know what is going on where over the next two years. Some of the activity is closely based on historical events: like President Ford's recent trip to Concord, Massachusetts, on April 19, to commemorate the "shot heard round the world".

Literacy list

To help librarians and tutors in the drive against adult illiteracy, the Library Association have published an evaluative list of materials for teaching reading.

New Readers Start Here (50p) not only lists books, word games, and other aids such as maps, leaflets, and crossword books, but evaluates them, awarding stars to those considered worthy of unqualified recommendation. The annotations have been prepared by literacy tutors and librarians.

The list is divided into two sections: one covers materials specifically designed for developing reading skills and the other materials to help a reader practise the newly acquired skill. It is hoped, this list is only the beginning of a continuing process of developing and evaluating such material.

The Library Association, 7 Ridgmount Street, Store Street, London WC1E 7AE.

EXTRA
Audio-Visual Review

to coincide with

INTER NAVEX 75

The National Hall, Olympia, London. July 8-11



Inter Navex 75 is to be held from July 8 to 11. This annual event started 25 years ago when the National Committee for Audio Visual Aids in Education held a conference at University College, London, together with an exhibition, with 17 exhibitors in the national committee's offices.

Gradually the annual conference and exhibition grew, with two component parts usually coming together in educational institutions, such as those at Birmingham and Putney. However, eventually a purpose-built exhibition hall was

needed. And so, Inter Navex as it became known, moved to The National Hall at Olympia.

Before the move, the conference had been largely residential, but this arrangement was abandoned as there was no suitable residential accommodation near Olympia. As many visitors have felt the lack of a residential conference, this year's conference takes place at Whitelands College, Putney. The exhibition remains at Olympia and a chartered coach service to ferry delegates between Olympia and Whitelands is being provided. These are the opening times:

The exhibition is at The National Hall, Olympia, from Tuesday, July 8 to Friday, July 11, with an official opening at 10 am on Tuesday. It is open from 9.30 am to 6 pm each day, except Friday, when it closes at 4 pm.

The conference, at Whitelands College, Putney, opens at 9.15 am on Wednesday, July 9 (residential delegates may arrive and register between 5 and 6 pm on Tuesday). The general timings of the conference sessions are from 9 am to 12.30 pm and 2 to 3 pm (no morning session on Friday, July 11).

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Author

Moirá S Cunningham, Dip. Comm., Head of the Business Studies Department, Queen Anne High School, Dunfermline, Fife.

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The conference programme

TUESDAY

10.00 am—Opening of exhibition at National Hall, Olympia, G. V. Cooke, county education officer, Lincolnshire, president of the Society of Education Officers.
5.00 to 6.00 pm—Registration of residential delegates at Whitelands College.

WEDNESDAY

9.15 am—Opening of conference at Whitelands College, Joan Lester, MP, Parliamentary Under-Secretary of State, Department of Education and Science.
9.45 am—Premiere of a new educational film, introduced by Gerald Marchant, director, NCAVE and EFVA.

THURSDAY

10.30 am—Coffee.
11.00 am—Photography in education. Robert Leggat, senior lecturer in education, Bedford College of Education.
12.30 pm—Lunch.

2.00 pm—Joint meeting of the Central Committee of Teachers' Visual Aids Groups and the Central Council of Advisers in Audio-Visual Education. "Using and recording radio and television". John Lambert, assistant senior education officer, BBC.

3.00 pm—Tea.
3.30 pm—Annual meeting of teachers' visual aids groups.

FRIDAY

9.00 am—"Educational technology in the developing world". Brian Kirby, director, Med. Applications Department, British Council.
10.30 am—Coffee.

11.00 am—"Resources: provision and utilization". Michael Carter, secretary, National Committee for Audio-Visual Aids in Education.
12.15 pm—Close of conference—Lord Alexander.

SATURDAY

6.30 pm—Dinner.

12.30 pm—Lunch.

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Above, the conference timetable. Below, A. H. Crocker takes a look at the exhibition

Consolidation not innovation

Around 100 exhibitors are expected to be represented at the Inter Navex exhibition in the National Hall, Olympia, representing all aspects of audio-visual aids throughout educational and industrial and commercial training. A good spread, not only of programmes, resources and software of all kinds will be on show, but also of equipment.

Although much of that shown will be new to many of the visitors, even those who come regularly, there is unlikely to be a great deal that is totally new. In this time of economic stringency committees are aware that they are not going to have much success in selling the tried innovation.

Forming a centrepiece right opposite the main entrance to the National Hall will be a stand representing the National Audio Visual Aids Centre. NAVAC is run jointly by the National Committee for Audio Visual Aids in Education and the Educational Foundation for Visual Aids. Information on the services provided by the various departments at NAVAC will be available on static displays and from members of staff. This will include details of the 1975-76 courses arranged by the training department.

The NAVAC Information Department will also be represented, and the new edition of their Survey of Audio-Visual Aid Equipment will

be available. Since last year, the experimental development unit's new technical reports system has got under way and details of how this can be used by local education authorities in England and Wales will be available.

Another NAVAC operation is the technical and equipment department of the EFVA which will also be represented. The Central Committee of Teachers' Visual Aids Groups also has space on the stand so that teachers visiting Inter Navex, particularly those who have not yet joined a local visual aids group, can learn more of its activities.

The NCAVE is also well known for its involvement in the production of programmes of various types and a separate stand will give visitors the chance to appraise these. On the same stand will also be displayed books, not only from NCAVE, but also from the Council for Educational Technology for the United Kingdom.

Though, as has already been stated, there will be few new developments in equipment this year, some are worthy of a special mention at this stage. Many readers will have heard of and seen, if only on *Tomorrow's World* (BBC TV), the Charles Rank Epitome Projector. This unique piece of equipment, which is both an episcope and an overhead projector

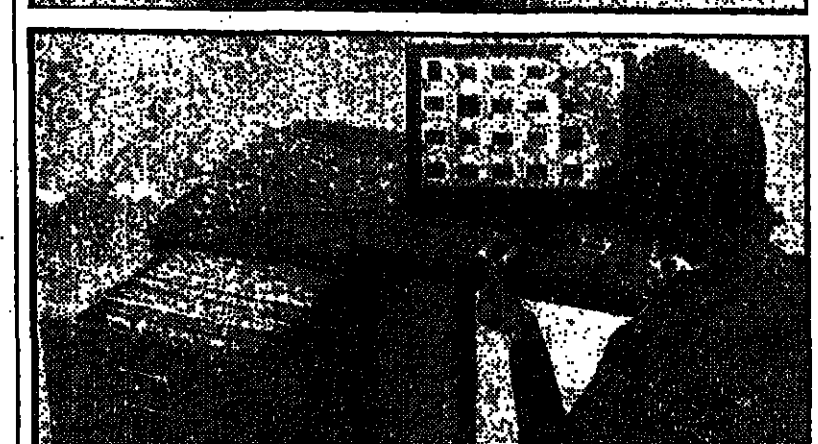
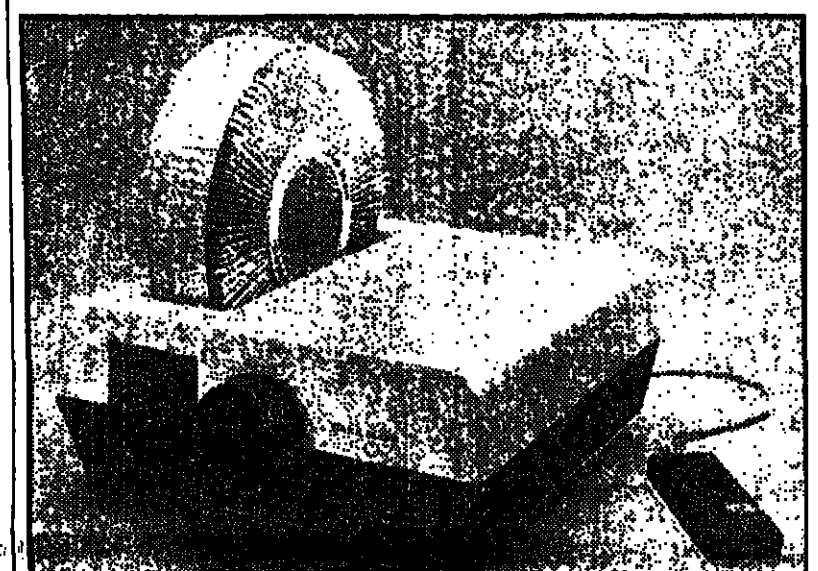
has created great interest so much so that copying it is too great a task for such a company. Licences to manufacture this type of machine, which has been sold to a Japanese company for exclusive rights in Japan and Korea, and for the rest of the world the interest is now in the hands of Dunlop Westray, In Scotland.

Dunlop Westray have done a great deal of development work to improve the machine, which is called the TransEpi. As prices only be kept down by large production, the company is making a new series of book, good, overhead projector, use many common parts.

During the past year we have seen the introduction of a range of compact cassette recorders. Players by Rank Audio Visual called the Rank-Aldis Cassette is also likely that the Rank-Aldis will contain a new slide projector as well as the Rank-Aldis with its redesigned filmstrip carrier.

A welcome newcomer to Inter Navex is Goodsell Ltd., who have been making audio equipment for schools for many years now. Probably the most interesting item on show will be a classroom compact cassette recorder. The speaker

Continued on next page



Above left: the Rank Aldis 3000 SL slide projector. Below left: the Diana Willis Viewcorder system. Below right: the Dunlop Westray AALV and a Diana Willis Viewcorder.



Corner shop or supermarket?

Norman Beswick on the future of resource centres

The decision to remain in Europe was seen by many as a vote in favour of the clinical efficiency of the supermarket. Instead of the neighbourhood corner shop. That is over, but in education debate is over, one is just beginning and the issues are not dissimilar. The growth and development of resource centres has been rapid, but there has been no national model. As a result, individual resource centres vary from university to university, college to college and school to school.

Some institutions regard resource centres as a collection of loose materials; others, taking a more avant-garde attitude, have launched the word "library" and include books and other forms of printed material. Some have established large central resource centres to serve the whole authority; some have set up smaller ones in teachers' centres and many have left the problem to be solved by individual headteachers in schools.

Resource centres are now a reality. Educationists no longer question their value. What is at issue now is where the centre should be. In the late 1960s we looked across the Atlantic and observed the Canadian Ottawa experiment, the most sophisticated attempt to harness educational technology to the needs of the teacher.

The Ottawa experiment, it was found, was the pattern of many resource centres. A central resource centre, housing every type of multimedia material, was linked by coaxial cable to many educational institutions in Ottawa. Lecturers and teachers could telephone from lecture hall or classroom, straight into the computer, requesting visual material, whether a film, slide, filmstrip, videotape or videotext, which would then be screened on the display screen on the wall.

Even facsimiles of text or pages of books could be displayed at a moment's notice. Similarly, by telephoning into the computer, the required data could be retrieved of audiotapes, gramophone records and cassettes could be obtained through loudspeakers in the classrooms.

This was the future. Instant access to resources by remote control. No longer would tired teachers have to trawl after school for teachers' centres or their local centre to collect material, with no guarantee that it would be in stock when they got there. No longer would lecturers and teachers have to book films from film libraries. Costs in advance and then spend time in a sorting office on the day of the screening because the film had not arrived.

Teachers would be spared the tedium of projectors breaking down, tape recorders, recording programmes at the wrong speed and the 101 other technical troubles that plague their lives when they become involved with hardware. This was technological perfection. What was happening in Ottawa would be in the next decade repeated in ILEAs throughout the British Isles.

Meanwhile British institutions at their own way in developing

resource centres at different levels; from the ILEA's sophisticated Islington centre to the small primary school where a "resource centre" often consists of no more than a few boxes of posters and slides. While waiting for Ottawa, progress was made in this Box and Cox fashion, on the assumption that these were only temporary stopgap measures.

Then came the economic crisis and with it the end of the technological dream. It is now evident that projects like the Ottawa Experiment will not occur here in the next decade; even conventional resource centres will be severely curtailed. But it is now more important than ever that the role of these centres is considered seriously by both educationists and teachers.

During the next 12 months two largely opposing views are going to be argued about the nature and siting of resource centres. On one point they are in complete agreement: only a limited amount of money is available. How it is allocated is at issue.

On the one hand there is a strong plea for large central resource centres financed by ILEAs in various parts of each authority. These centralized centres would not only house every type of multimedia material, but would also produce a great deal of it themselves; particularly "off-air" radio and television programmes. The advocates of these resource supermarkets argue that by housing the software centrally, it can be easily classified and retrieved. It would also be duplicated by schools in the same area.

Schools would be given money to purchase hardware and, according to the proponents of this plan, would have much more equipment available to them than at present. However, they would not be free to purchase software and set up their own mini or corner shop centres in the school. The centre would relieve teachers of such tasks as recording schools' radio, radiovision and television programmes; and would put into circulation those programmes specifically requested by schools in their area.

This system can perhaps best be described as a "manual Ottawa Experiment"; but, instead of visual and audio material being distributed to display screens and loudspeakers in schools by coaxial cable, it relies on physical distribution of consumable materials. This would either be an elaborate transport system, for example, a fleet of vans delivering sound tapes, films, videocassettes, etc., to schools in the area, or the teacher himself might have to pick up the material.

In theory, the plan appears an adequate answer to the lack of money needed for sophisticated electronic systems; individual schools will be given ample equipment for displaying visual and reproducing audio material; the pooling of multimedia materials will give all schools in an area access to a wider choice of media, which is carefully chosen, classified and supervised by experts; and teachers will be relieved of such irksome tasks as remembering to record radio and television programmes at set times and will be constantly informed of the multimedia material in stock.

It should also be mentioned that Dunlop Westray also produce low voltage lamp models.

Small filmstrip and slide projectors, suitable for use by individual teachers and in small groups are in demand and Specialist Audio Visual Company and C2 Scientific Instruments are in the forefront in supplying the need. New equipment of this type is being developed by IHD Manufacturing and samples should be on show on their stand.

Companies including EF, Woodmansterne, Diana Willis, Canon, Talk, Milliken, Longman (Compton Group), Filmslips, Transon, Mammillan and The Slide Centre all have new titles in filmstrips, slides, and transparencies or films in a wide range of subjects from architecture to zoology and from environmental studies to astronomy.



One resource "supermarket". Staff and teachers at work at the ILEA's Media Resources Centre.



Apart from distribution, the scheme appears to be almost fool-proof. However, the best laid schemes of educationists usually ignore one vital factor. In this case it is the immediate needs of individual teachers. The opponents of the resource supermarkets have not been slow to point out that teachers want control of their own resource materials in their own school. They want immediate access to multimedia materials at any given moment and they want the children to have access to them too. They want to build up their own centres according to the specific needs of the school and do not want their materials chosen by a media expert, no matter how well informed and well intentioned. They would rather have their own corner shop mini-resource centre—half a dozen cardboard boxes containing pictures cut out of the colour supplements—than the grand supermarket centre offering them a variety of multi-media special offers.

This desire to go it alone springs

from a genuine belief that every school is an individual institution with its own special needs and difficulties even in resource based learning and teaching. Teachers who oppose the central resource centre would rather have immediate and constant access to a small amount of multimedia materials, than infrequent access to a variety. Of course, some also want the best of both worlds and would be willing to see their ILEA establish a large centre, providing they could have duplicate copies of the materials for their own use.

The debate will no doubt go on for a long time, but eventually a practical and acceptable solution must be found. For scores of schools in the same area to hold copies of the same material is not justifiable in an economic crisis. There will be little enough money available for hardware or software in the immediate future, and what little there is must be spent in the most effective manner.

The answer may well be—most probably will be—a typical British compromise; not the extremes of

supermarket or corner shop, but some form of pooling of equipment and materials by groups of schools within a radius of five miles. Such a scheme would allow teachers to choose the materials they know will be in constant use. It would allow them to control their own materials; and it should not be too difficult for a small group of schools to devise ways and means of making hardware and software available to as many staff and pupils as possible.

Whatever the solution, the future of resource based teaching and learning is secure. Its progress may be temporarily halted during the next few years; technological innovations may not appear with such alarming regularity as during the past decade; Oldham may never become Ottawa; but in spite of all these minor setbacks, resource centres will continue to spring up in every type of school. For the sake of the teachers and pupils who will use them, let us hope that they will be carefully planned, valuable educational tools, and not monuments to the extreme mist views of the ideologists.

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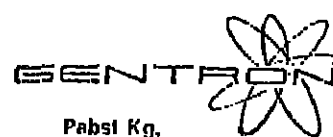
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Interest in Third World films has waned.

Alive and well and . . .

In the words of Robin Franklin, sales manager of Guild Sound and Vision, the educational film world in Britain is "a bit stagnant". Educational film, like everything else, is having to cope as best it may with the freezes, squeezes, cuts, and economic blizzards.

The spending power of schools is down; the costs of making, purveying, storing, and—most of all—transporting a 16mm effort on, say, the life of the frog have gone up. Commercial distributors tend to report a levelling off in trade over recent months; teachers, reasonably enough, flock to local or national free loan libraries.

The distributors are now talking in terms of at least a year's hiatus before things get moving again; possibly even two. They do not, however, sound unduly worried. It may seem paradoxical, but the truth is that, below the stagnant surface, new possibilities and prospects for the future are beginning to appear.

The most important of these is also the simplest. Without it, the educational film industry could kiss goodbye to any expansion—over, perhaps, to extinction. It is that, financial troubles notwithstanding, teacher interest in film has remained steady. Indeed, according to Miss Susan Grantham, information officer for the Council for Educational Technology, the use of film in the last year has "definitely increased".

For innocents who feel that the 16mm projector has been familiar classroom furniture since the Flood, Miss Grantham's further remarks will come as a surprise. "The increase," she explains, "is mainly because people are now becoming more familiar with the hardware to go with it."

"The projector is becoming more of an everyday thing; many teachers were slow to use it. If you have a hand-loading one, as opposed to an automatic, some teachers are still worried about breaking the film."

Women teachers, in particular, get agitated by the prospects of mechanical or human failure. It is to help these nervous ones that the C.E.T. are hoping to institute pre- and in-service training courses in the use of audio-visual aids.

In an ideal world in which time off for training was granted to all who asked for it, customers for such courses would come thronging in from all directions. The reason is—and this is the second possibility that is engaging the distributors' attention—that the last few years have seen a massive increase in film awareness in an area of the market that has been scarcely touched. It is the primary sector.

Back to Mr Franklin: "There's a vast demand for primary school material; for anything that one could describe as enrichment material. Things the children can talk about; cartoons; fairy stories . . . almost anything at the right level that doesn't have too much of a teaching message."

He confirms the fact that it is a new phenomenon. Five years ago, he says, nobody wanted to get films for primary schools, since the schools had no equipment to show them with. The change is due to the local authorities' conscious policy over the last two years to equip schools with 16mm projectors.

But, splendid though this may seem for the schools, the pupils, and the film people, there is currently a snag. "Nobody," Mr Franklin goes on, "makes any movies for the primary sector."

"It's a silly situation. Traditionally, no producer really caters for it. One tends to fall back on Disney and Hallas and Bucheler. There's some material from the Continent, yes—and there's some made in North America, but that is usually totally inappropriate for the British market."

The silliest part of all is that the producers, faced with this explosion in demand from a new area, are not in the mood for meeting it.

"One has to remember that, at the moment, the educational market is pretty short of money. And there are not that many movies being made, anyhow: the only people turning out productions are the Open University. Making a production on a speculative basis," Mr Franklin goes on, "is a fairly dodgy job, and the average producers are being very careful about making anything speculative."

There must, however, come a time when speculation turns into cold, sober fact. Pleas from the new market will ultimately—once the worst of our money troubles are over—convince the cautious movie men that they could usefully point their cameras in a fresh direction. As, indeed, could a perusal of the distributors' current "top of the pops" list, where some interesting trends are becoming apparent.

Makers of Third World films, for instance, might think carefully before launching a big new production schedule; the Concord Films Council Ltd, who specialize in areas of concern, report that interest in underdeveloped countries—once very high—has been overtaken by interest in the problems of our own culture.

Again, sports films specialists have the promise of a big market—if they can keep their costs down. At G & V two years ago, sports films were in high demand; "but," Mr Franklin says, "their cooling off a bit now, because a lot of the material is fairly expensive, and they haven't got the money at the moment."

The big custom pullers everywhere fell into two well defined groups: straightforward science films, on the one hand, and the more open-ended sociology/general studies offerings on the other. (A stimulus has been provided here by the needs of RSLA classes.) The category that can be loosely labelled "language arts"—which

overlaps with Mr. Fox's "enrichment material"—is the high demand where it is found.

But a study of the cinema, at the National Audio-Visual Library is revealing. The list of the most popular films the moment is headed by a pair of four that are neither complex nor yet solidly established. They are on health education.

All four—*Half a Million Years Ago*, *Girl to Woman*, *Man and Boy*, and *Burnt, the Child*—with physical development growing-up. *Teenagers*, in 1973, has had 838 showings; fifth most popular film in the year—on volcanoes—is closely studied by two more health education works, on the first days of drugs.

However, becalmed the situation is at the moment, the ahead is clear in terms of matter: more attention to school topics, more health education, and the maintenance of a high output of general stuff. But what about the future? The moving picture will take?

With one exception distributors are unanimous that the day of pre-recorded videocassettes has yet come—not to schools, anyway. Indeed, a little note to the effect has appeared in the recent supplement to the C.E.T. catalogue.

"There has been much talk," this said, "that the shortage of video cassette recorders is holding up the use of video cassette recorders. We are sorry to hear this. In our supplement we invited requests for specific films to be transferred onto videocassettes. Not a single title has been requested."

G & V will provide film cassettes to order; but Mr Franklin has seen no sign of a wholesale switchover from the 16mm projector to the VCR.

Mr Fergus Davidson, of Fergus Davidson Associates Ltd, agrees the schools with video equipment are great customers of blank tape, but that is all. It will, he thinks, be a good two years before the Lanarkshire experiment (the use of a videocassette library in the county's schools) begins to be copied on anything like a large scale.

Continued on next page

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A big market for science films.

Anna Sproule finds that reports of the death of film in schools are greatly exaggerated

Continued from previous page

Mr Mike Carter, secretary of the National Committee for Audio-Visual Aids, adds further confirmation. There is, he says, "very little demand" for pre-recorded films. Video machines are used almost solely for recording off-air broadcasts, and the amount of money schools have for cassette purchasing is small.

"A vast number of local authorities," he goes on, "have invested in 16mm projectors, at the cost of about £200 each. For a colour television and VTR set, they would have to pay about £1,000."

He estimates the cost of a pre-recorded tape at about the same figure as that of a 16mm film: approximately £80. But, even if film were to be transferred to tape for half that sum, the number of schools which could afford it would be "very, very limited indeed."

In addition, a teacher who is only just comfortable in the presence of a 16mm projector is not going to take easily to the more complicated workings of video equipment. Moreover, recent worries about the stability of television sets have led to the establishment of an optimum height off the ground: something, Mr Carter says, in the range of 1.3m. "What it boils down to is that the thing is low; if you have manoeuvrability, you don't have visibility."

There are quite a few reasons why the video cassette is not going to go very quickly . . .

The exception to this chorus of doom is the BBC, who have a huge film library of their own. The BBC do get requests for videocassettes. But, unfortunately, the emphasis has all been on the possibility of hiring rather than buying cassettes, which is a service the BBC do not perform.

One explanation for this reversal of the general trend could be that the most popular BBC offerings are those made by their further education department, on subjects like management training. And industry is at present the biggest user of video hardware.

Will—or can—schools follow where industry leads? At the moment, it seems that the answer is no. While some large schools have been lucky, most are still video-less; even in A/V-conscious Surrey, only 50 video sets have been installed.

It looks as though the supremacy of the 16mm projector will be unchallenged for several years. The pool may be stagnant, but it is also safe. What happens once the money starts flowing again is anyone's guess; but, by then, the educational film industry may have the advantage of this breathing space to make profitable plans for the future.

Even now, there are plenty of signs that show the way to go.

'The aim is to look behind and into the image as well as in front of it'

Carol Morrison on a new film study course

A new film study course for first and second-year students has recently started at Little Ilford Comprehensive School, Newham. The course will provide a ground-work for the new Mode 3 O level in film studies introduced by the Associated Examining Board. It marks a move from the traditional film study approach, which studied film according to its theme alone or used it purely as an audio-visual aid to creative writing.

The founders of the new course, Stephen Neale and Harry Lyons, say that their aim is to "explore visual images, in terms of form and meaning and to increase visual awareness and develop visual literacy". They hope that the course—called image education—will teach children to look at pictures as a set of images that interact.

Film study, as a subject independent of a general studies programme, has been on the curriculum of Little Ilford School for five

years. The school now claims to be the only London secondary school with a fully equipped film and photographic department.

The film department is well equipped with slide, overhead and cine projectors, which pupils use to discuss still and moving images, draw their own pictures, create complicated graphic posters and take photographs and analyse the different camera angles. "Dimension" is a key word in the course. The essence of this kind of study is to look behind and into the image, as well as in front of it.

They are also shown how narrative adds a further dimension to the silent image, eliminating ambiguity or amplifying meaning.

Mr Neale and Mr Lyons were undoubtedly encouraged to put their ideas into practice by the new status given film study by the new O level. However, to tutor children purely for academic qualifications is not

their prime intention. While O level status has given film study in secondary school a new, more valuable dimension, they feel that this kind of judgment can only be built up over a period. It is vital that children start young if they are to make any sense at all of the new thinking in film study.

In addition they see the need to give children critical and analytical techniques with which to examine their surroundings. They have found that children look at the images of cinema, television and advertising bill-boards as "chunks of reality". They want pupils to understand that the use of image is an art which can be used to influence or even change someone's perception of their situation.

So far image education is in the experimental stage. The two teachers reckon that there is still a lot of difficult adding and subtracting to be done.

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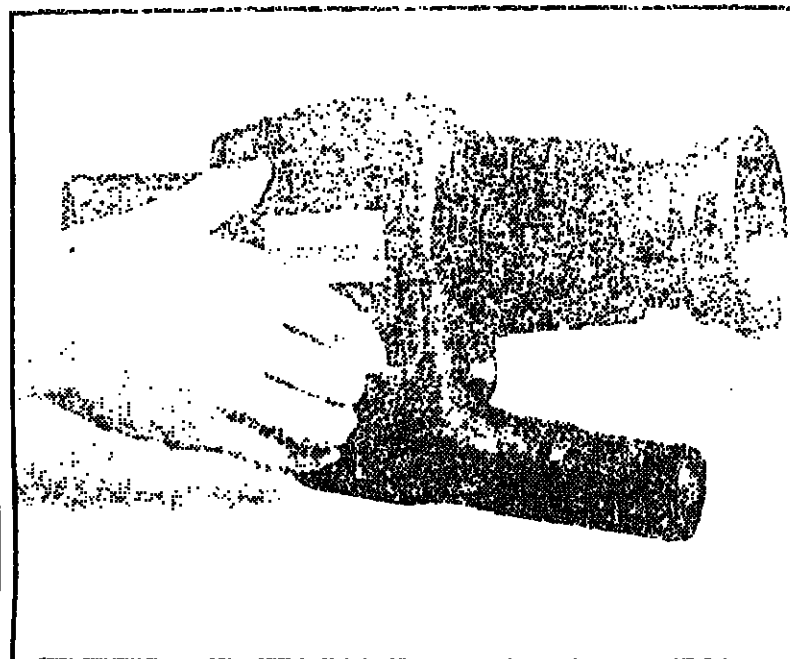
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Left: the Beaulieu 5008S camera; right: the Bell and Howell Filmsonic XL.

Marriage of sound and vision

A. H. Crocker on "sound on film" cameras

A photographic activity which has gained considerable support in many schools is "Photoplay". For this students use still cameras, and generally the type of film which produces transparencies for showing with a slide projector. The resulting slides are used to tell a story of some sort: to illustrate a fantasy, or to describe a school trip, a tour of the neighbourhood, a visit to a factory or a study of an animal, plant or tree. The possibilities are numerous and the exercise greatly enhances the value of a visit or study in terms of student motivation, experience gained, knowledge and a widening of horizons.

A more recent development—the in-camera recording of sound on film—lends itself in particular to similar types of activity. The film is Super 8 movie film and the sound is recorded during the shooting of the picture on to a magnetic strip which is already bonded to the film.

Of course, the applications of this sound on film system are not the same as for Photoplay. There will be many cases where a mute, still camera will be the more suitable. Remarkable effects are also possible with slides, particularly when two or more projectors are used in conjunction with a fading device. And for many school purposes a home made fading device made from plywood, string and rubber bands will be all that is necessary; and it is more fun.

Many teachers whose pupils are already using silent movie photography will probably be able to visualize some advantages to using cameras and film which record sound and pictures simultaneously. Except where an immediate showing of the results is essential, Super 8 sound on film is superior to video cameras and videocassette recorders with television monitors. It is also cheaper and easier to use, both in shooting and showing.

As with many photographic developments this in-camera sound recording on film system came from Kodak. The film is supplied in a cartridge which is not very much different from the Super 8 silent cartridge, but it is a little larger. The sound cartridge cannot be used in a silent camera, but the silent cartridge may be used in a sound camera. Like its silent counterpart, the sound cartridge contains 15m (50ft) of film. A larger sound cartridge with 60m (200ft) of film is yet to be introduced here, but this will not be able to be used in the general run of cameras covered in this article.

The first cameras to use Super 8 sound film were the Kodak Ekiasound 130 and 140. The two models are essentially the same, except for the lenses and viewfinders. A fixed focal length lens is used on the 130, whereas the 140 has a zoom lens. The viewfinders are not of the through-the-lens type, but on the model 140, the viewfinder is coupled to the zoom control. As is normal, exposure is automatic.

The maximum lens aperture of

f1.2 and 230-degree shutter opening give these cameras a low-light filming capacity. This can be extended by using the high-speed Ekiasound 160, which is available with magnetic sound stripe in the sound cartridge. Alternatively, the better known Kodachrome stock can be used. A further addition to this range of cameras is the Ekiasound 160, which is similar to the 140, but with a powered zoom lens.

The sound recording of the Ekiasound cameras is as automatic as the picture taking. The user should remember, however, that even though the zoom lens may be capable of a telephoto setting (zooming in) the microphone has to be moved physically closer to the subject, though a length of lead is supplied with the microphone giving considerable flexibility. Naturally, experience is valuable in determining microphone positions most suited to various situations. Trial and error using a cassette tape recorder with a similar type of microphone is an ideal substitute for such experience, especially as the results can be immediately played back for evaluation. Often, the microphone can be used satisfactorily near the camera. For this use the microphone can be fitted in the case "looking out" through a hole while the case is carried by a shoulder strap.

A fault of automatic recording level controls sometimes found in cassette tape-recorders is an increase in the gain of the recording amplifier during pauses. This brings up background noise to sometimes unbearable levels. The Ekiasound cameras overcome this by having two microphone sockets of differing sensitivities. If you are interested in the background noise or the sound which you wish to record is fairly low in level, the microphone can be plugged into the socket with the greater sensitivity. If the sound wanted is fairly strong, the socket with the lowest sensitivity should be used and during any pauses the increase in recording should not cause high background noise levels.

Apart from connecting and positioning the microphone, there is little difference between using a sound or a silent camera. As the sound on the film is in advance of the relevant picture by 18 frames (or one second in terms of film speed), there will be sound overlap on the film. Generally, this makes later editing of films difficult.

Providing this overlap is allowed for when filming, a certain amount of editing between scenes, if not actually within them, is possible. In any case, it is good practice to allow the film motion across the sound head to steady before cueing in a speaker while filming; one second should suffice for this. It should be noted that the 18-frame advance of sound relative to picture is quite standard, enabling films shot and recorded in these cameras to be used on Super 8 sound projectors of the normal type.

Kodak do not make the only Super 8 sound cameras, Bell and Howell

have one model, the 1230 Filmsonic which is very similar to the Kodak models. One of its best points is that the standard film magazine speed is maintained when the camera is loaded with a silent cartridge. With a silent cartridge the Ekiasound cameras (at 20 frames a second) go about two frames faster. The Bell and Howell camera magazine is the standard 18 frames a second. An extra feature is the inclusion of Bell and Howell's own Focus-Matic system (after Pythagoras): an aid in setting the focus. As with the Ekiasound 140, the 1230 Filmsonic XL has a zoom lens at low light capacity.

Chinon have a range of the Super 8 sound cameras. The last model is the 255XL, which is similar in its specification to the Kodak Ekiasound 140. The double sensitivity feature for the microphone is provided by a switch. An additional switch on the microphone itself allows remote control of the camera.

The 255XL also has low light capability which is not given on the other Chinon models: 505XL and 807S. Otherwise the differences are greater: zoom ranges (six times and eight times respectively), auto prism focusing system in viewfinder through-the-lens auto exposure meter and manual override for exposure control.

The cameras briefly described above cost between £130 and £280 and come complete and ready for use. With these cameras, the quality of the results, both picture and sound, is good. Many features and a higher quality sound could cost more than £700; for example with the Beaulieu 5008S you have a choice of microphone at from about £30 to £80 extra. I have not actually used these cameras, but have no doubt that their performance matches the Beaulieu reputation. However, for school use, the cheaper models are better value.

Some brief details of other sound cameras which have not yet reached the UK market have been released and these are generally similar in basic terms to the Kodak, Chinon and Bell and Howell models. The others are Bolex, Eumig and Beyer. It is also expected that Agfa will announce one or more models, probably at the same time that the company launches its own sound striped film stocks.

Distributors of cameras:
Agfa Gevaert Ltd, 27 Great West Road, Brentford, Middlesex.
Bauer—Mayfair Photographic Ltd, Hampstead Lane, Newcastle-under-Lyme, Staffs.

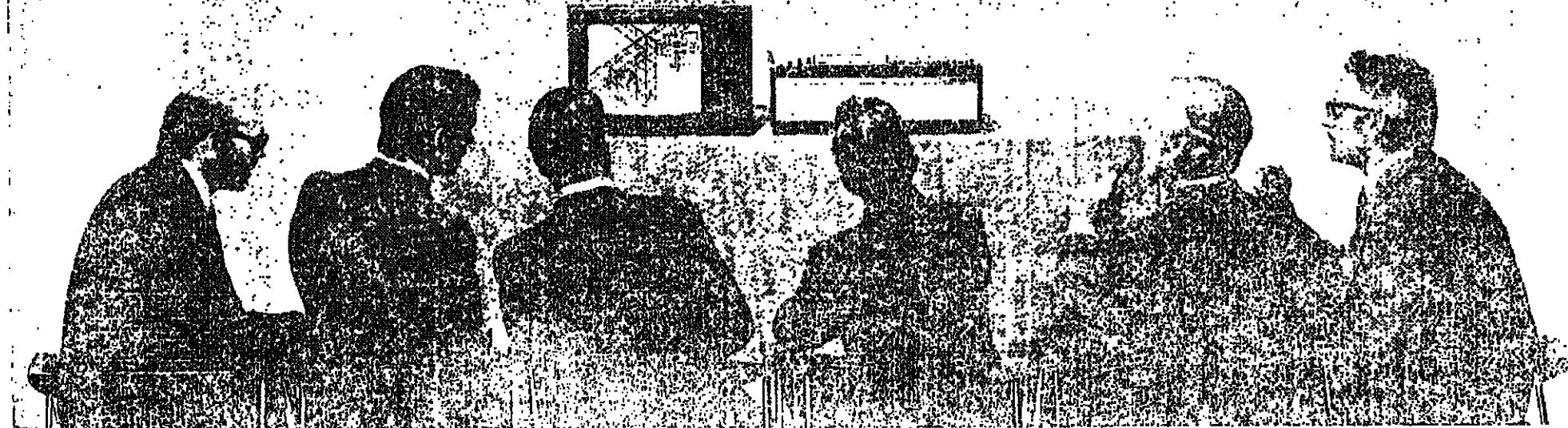
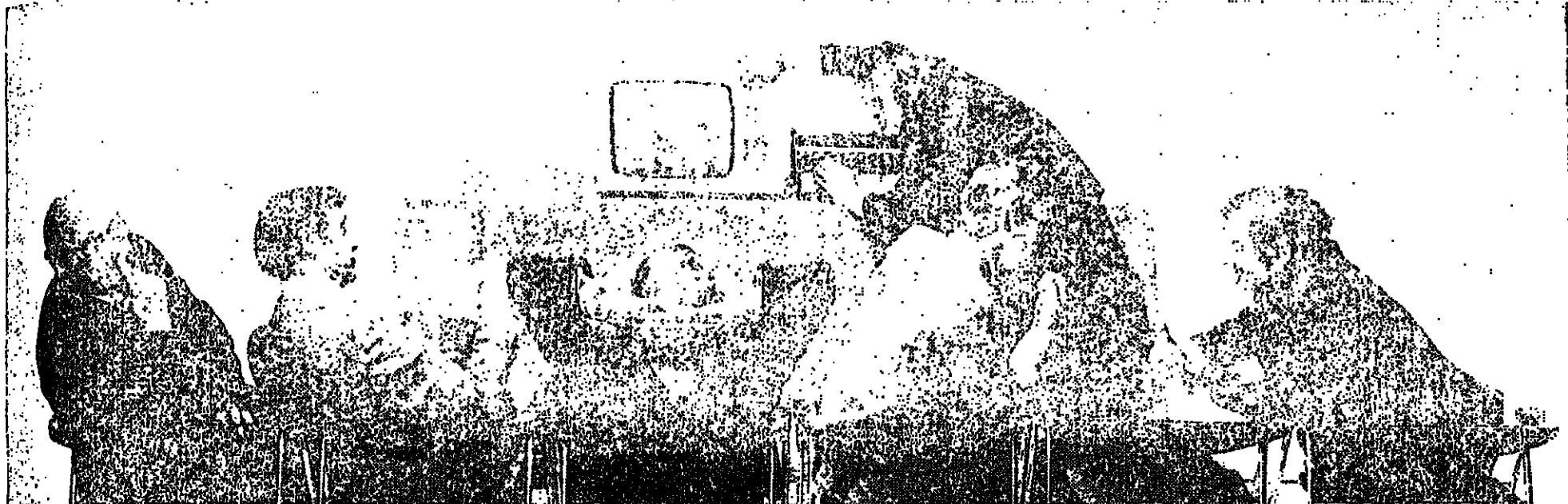
Beaulieu—AV Distributors (London) Ltd, 26 Park Road, Baker Street, London, NW1.

Bell & Howell AV Ltd, Alberton House, Bridgewater Road, Wembley, Middx.

Bolex and Eumig—Johnson's of Hendon Ltd, Priestley Way, London NW2 7TN.

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Multum in parvo

R. P. A. Edwards on the use of microforms in primary schools

In areas where children have no easy access to museum archives and public record offices teachers have to find other ways of providing the children with documentary sources for a study of local history. A teacher can visit the nearest supply of such material and have a selection photocopied, but this can be expensive and, thus inhibited, he is likely to make a fairly narrow selection to keep the cost down.

Unfortunately, however, for the problem-solving approach to local history—which appears to be the best for young children—a large selection of material is needed.

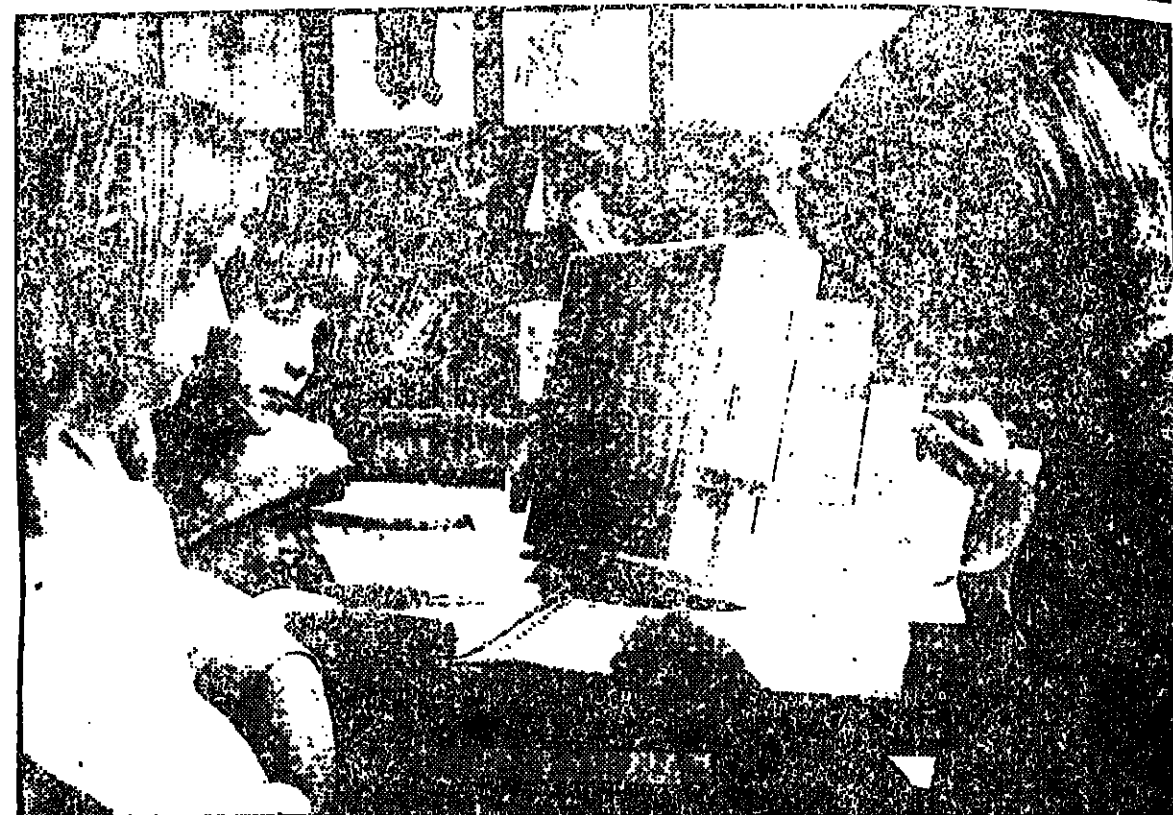
In Leicestershire's village schools there is considerable interest in local history. And, in order to make work easier, it was decided to experiment in the use of microforms as a means of providing a basic local history collection covering the whole of the county. The choice was between microfilm and microfiche, and, because of the ease with which it can be transported, stored, indexed and referred to, the format chosen was 98-frame microfiche.

It was correctly expected that most of the initial interest would come from primary schools, so the first batch of material to be put on microfiches were early directory-type publications as these can be more easily interpreted by young children. They also have the advantage of including a potted history of each village in addition to the directory information. Obviously there is much other useful material that could be included in such a collection, census returns, for example, but a start had to be made somewhere.

The original material was kindly loaned by Leicestershire County Library and ranged from *Throsby's Excursions in Leicestershire* of 1790, through a variety of directories, to that published by Wright in 1892. Seven voluminous tomes in all. These were carefully indexed so that the material on each town or village was collated during the photographing and places geographically adjacent came near each other in the filming sequence. The indexing and photographing were a year's work at the end of which the county library purchased 60 sets of the resultant 46 microfiches, and four more were bought by the Leicestershire advisory service.

The reaction of primary school children to the format was awaited with trepidation. A small and motley collection of rather cheap readers had been acquired by the education authority over two years, but in spite of the shortcomings of the machines the children took to them and the material with enthusiasm rarely equalled even in universities, where microforms are more usually found. A particularly good illustration of the way in which the material can be used is a project which took place during the spring term of this year at Snibstone primary school. This is a three-teacher school and the children taking part were in the top junior class taught by the head, Mrs Una Green.

The age-range was from 8-10 plus and covered a wide ability spectrum. As in all good village schools the children are used to working independently and there is a friendly, cooperative atmosphere in which older and more able children helped



Children at Snibstone primary school use a microfiche reader.

the others and in no way excluded them.

Two basic lines of investigation were suggested to the children. The first was to note all references to institutions and buildings such as schools, churches, important residences, shops, workshops, farms and so on and to try to trace in the field whether these places still existed and whether they still served the same purpose. The second was to attempt to discover whether the family names listed in the directories still survived in the village and, if they were lucky, in the school.

Both sorts of investigation bore fruit and parents and older relatives were involved in helping children identify buildings and trace family relationships. One boy became deeply interested in the history of

the local almshouses. A girl found she was descended from a formidable old lady who, in the late nineteenth century, was apparently both innkeeper and blacksmith. Perhaps the most exciting outcome of the work was the collection of family trees built up with the help of microfiches were early directory-elderly relatives and through visits to the church and graveyard, one of which went back to the seventeenth century.

The adults had become so interested that it was decided to hold an evening meeting. Three generations of villagers sat reading microfiches projected on a screen amid a crossfire of comment and argument about the relationships between those present and the previous inhabitants; where they had lived and

the evidence remaining of their activities.

The need now arose for more material, but there was no money available to enable the microfiche collection to be built up. It was possible, however, to obtain copies of documents referring to the building in 1832 of the Leicestershire-Swanington railway by George Stephenson and his son, Robert, and the part they played in opening the nearby Snibstone Colliery and other local coalmines.

Another useful set of documents not strictly relevant to Snibstone, was a collection of shopping bills and household accounts dating from the late nineteenth century. These, together with a collection of children's books on the period, led to

Continued on next page

Fanning the fires of imagination

The potential of television in schools is not being realized, argues Frederick Aiken

The technological revolution that has brought visual aids into virtually every school has also had a strong cultural effect. Children may be more visually literate, but they certainly read less, and textbooks are often more concerned with fashionable eye-appeal than with boring old print.

Have we really let "the box" take over? Do teachers use visual aids or are they merely required as feel-gooders or preservers of tradition? Can the passive experience of watching television be successfully transmuted into active participation, involving both thought and imagination? And, if so, how can this most efficiently be done? How much training is given by colleges of education in the art of reaching with visual aids?

These questions occurred to me at the end of a term's IBA fellowship spent investigating the lack of imagination in science education.

After more than a decade of new approaches to the teaching of the subject, science, judged by the answers received to a questionnaire sent out to students and teachers, is still seen by the layman as a specialist pursuit. Future primary teachers saw the subject as a necessary chore. I looked in vain for the view that science, even at primary level, could be an exciting mode of problem solving, an adventure in lateral thinking, an act of creation.

Many of these young people had already had experience of the new syllabuses designed to present science in a more imaginative light. Something, therefore, seems to have gone wrong. Is it that the factual content of science still overshadows the methods by which the facts are discovered? Most science teachers (certainly most creators of science syllabuses) would agree with Sir Peter Medawar when he describes

science as "what scientists do". Science is not a mere accumulation of knowledge. At all levels of education, it is primarily concerned with the act of discovery and the art of problem solving.

It is ironic that in the present Nuffield age Edward de Bono's views on creative thought should be so enthusiastically in demand; if the intentions in any modern science syllabus were realized there would be little further need for lateral thinking. Children whose imaginations are still unimpaired at primary level are able to do de Bono's stimulating book on the subject shows to suggest solutions to problems by methods which they might later be able to submit to scientific testing. But when, in a more formal scientific atmosphere, they are mature enough to do this, the original imaginative fire has died down.

In deciding that this state of

affairs may have its origins in the over-zealous dedication of the specialist science teacher, and that the first steps towards an improvement might be taken in the less read atmosphere of the primary school, I could see the important role educational broadcasting has to play in creating a better attitude towards science.

Unfortunately most teachers seem in regard to broadcasts to do something to turn on, watch or listen and then turn off. They rarely use the medium to stimulate curiosity or thought; the appetite for discovery or occasionally created by the programmes often has to be satisfied by the programmes themselves.

All teaching is an exploration; the art of the teacher lies in leading the student to the point at which he is able to make his own discoveries. As in poetry, the plays of Pinter or even in the better detective stories, the trick is to know

what to leave out. The teacher who consistently ties up all his loose ends is not the best teacher; similarly the most sophisticated medium of communication which, by three dimensional colour photography and multi-track stereophonic sound, could vividly illuminate a scientific theory, would not adequately replace the image laboriously created in the student's mind with the help of chalk and talk and his own persistent imagination.

Like so much in elementary education, from first steps in poetry to the school play, the means is more important than the polish of the end. The idea which the student has created for himself may be a poor thing compared with the instant imagination provided by film or television—but it is his own.

This is why television is so often death to the imagination. Modern television techniques are virtually

Continued on next page

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a broadening out of the project which culminated in a visit to a folk museum at Oakham, where the children played with old ringers and washing machines, clambered over farm vehicles and machinery and generally absorbed Victoriana.

The project continues and has produced much talk, artwork and writing, and a feeling that history is about people and that they the children are part of it. The latest development has taken the study into the field of mathematics; the children are now trying to compare old and modern prices and wages so as to decide whether those apparently low prices were cheap in reality.

Another experiment in the primary school use of microfiches was carried out over the summer term of 1974 at the larger Raby village school whose head is Mr C.W. Ballard. For this microfiche copies of forty children's books, some in colour, were imported from the United States. They ranged from simple picture books to short novels requiring a reading age of about nine. The plan was to try these with reluctant and slow readers who, we surmised, might be more willing to look at a screen than to open a book.

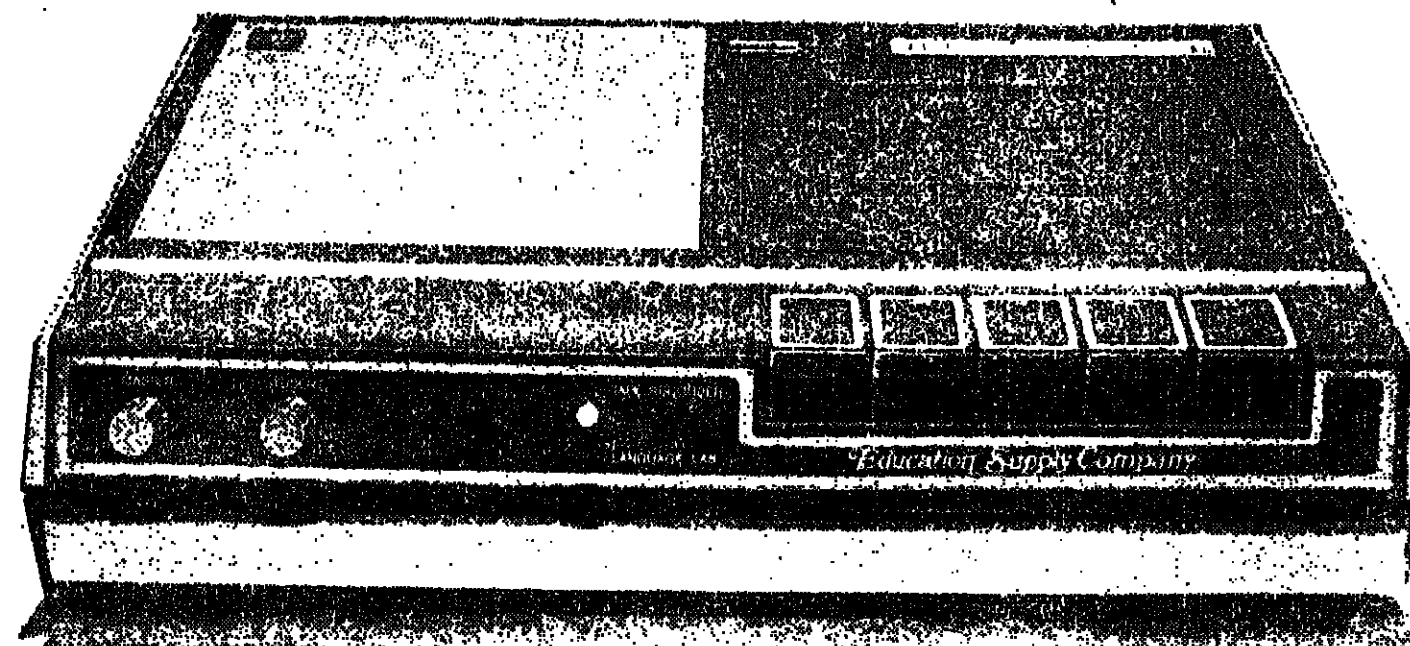
Twenty-four-year children took part, twelve using the microfiches and twelve acting as a control group. These were carefully matched and both groups were pre-tested using Schenckel. The control group had their normal lessons in reading including remedial teaching for those needing it. The others used the microfiches for a similar period. At the end of the period another Schenckel test was applied. It was found that the microfiche group had made very significant gains over the control, which they were still maintaining when tested again after the summer holidays.

It would be dangerous to read too much into this experiment since the Hawthorne effect could well have distorted the situation, but it is remarkable that even backward children should accept the medium and further investigation seems justified.

In secondary education there is a great unrealised potential for microfiches in addition to their use in local history. The growth of social and local environmental studies, twentieth century studies, current affairs and sociology and other courses involving the use of contemporary and very localized materials has led to schools amassing cartons of periodicals and other sources. These materials present considerable difficulties in terms of storage, indexing and retrieval and it would appear that microfiches might help solve all three.

One could also envisage certain micropublications finding it profitable to make available to such schools cumulative microfiche collections on certain popular topics, for example: housing and urban growth, problems of the aged and handicapped, technological development and pollution. The main problem is the software needs outlets equipped with apparatus and apparatus needs software to justify its purchase. In the present economic climate in schools, the outlook appears gloomy.

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Packaged skills

Alec Hughes on lessons to be learned from the industrial training package

We may accept that education and training involve more than chalk, talk and practical demonstration but we are far from a situation in which educational institutions or industry where teachers and trainers have accepted the full implications of using audio-visual aids. The reasons are numerous—ignorance of the facilities that are available, difficulties in obtaining the equipment wanted (be it some new piece of A/V apparatus or a film to coincide with a particular slot in a timetable), unsuitable accommodation, administrative and personnel problems.

But the most serious barrier of all is that teachers still have to learn that to be an effective audio-visual material must be presented in a different way from that used in a traditional lesson or lecture.

It is from this argument that there has emerged a significant trend in teaching materials: the education or training package. More and more producers are not just supplying a slide or filmstrip or film, an overhead transparency or a teacher's guide, but are offering a package of materials designed to be used as an integrated whole. The idea has been around for a long time in more primitive form (the teaching notes that have accompanied on many national films or the discussion notes that supplement an industrial training film).

But now we are finding a level of sophistication undreamed of only a few years ago.

Industrial training offers the best examples. Contrast, for instance, the long established practice of the British Productivity Council in accompanying their films with study notes. These have all been simple booklets offering a brief outline of the film and listing a number of points for discussion. Supervisor was a notable film made for BPC by World Wide Pictures, notable for an ingenious and credible script, putting its points across in a subtle but memorable way. The accompanying notes raised such questions as why it is necessary to plan, what is the essential order of events when organizing a job, why it is good to involve staff in aiming for production targets and so on.

The successor to this film, Supervisor's Progress, however, marked a step forward in technique. The film, which concerns on the one hand the reactions of a new supervisor to her job and on the other the role that various aids can play in helping managers and supervisors operate more efficiently. If not quite as outstanding as its predecessor is still well planned, entertaining and instructive. But now it is not only accompanied by a handbook of discussion notes on traditional BPC lines, but also by an associated set of filmstrips each of which also has its accompanying handbook.

Each filmstrip describes in detail a technique referred to in the film. Thus two deal with "communications"—ways—good and bad—in which ideas are communicated; techniques for good communication, memorandum and report writing, problem solving (using process charts, multiple activity charts and string diagrams); networks (their term for what is more generally known as critical path analysis), planned maintenance and change (graphs, bar charts, chart drawings, histograms, pie diagrams, etc.).

Each accompanying handbook is divided into two parts. The first part, on tape, which accompanies each strip. To provide for users with different equipment, slide sets may be used instead of filmstrips. The characters who appear in these still pictures are those who have already appeared in the film. The result is a package which allows considerable flexibility for the training manager.

The film may be used on its own, as may one or all of the slides or filmstrips. If the complete set is used as an integrated whole, then the fact that the same characters appear in the same style of presentation of the slides reinforces the style of the film and makes for a useful reinforcement of learning.

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Skeletons in the cupboard

Ernest Millington on the underuse of equipment and materials in schools

It would be extraordinary if, when two or three educationists were gathered together they failed to go through a litany of complaint about lack of money for schools. Yet, by the standards of cost effectiveness applicable to the least successful small business, more money and resources are underused in education than in almost any other enterprise.

The following are a few of the legitimate complaints made by individual teachers about their conditions of work.

Three tape recorders underused in the modern languages department but none available for English or social studies.

Overhead projectors the exclusive property of a geography department with no access to means of making their own transparencies because this is in the

Teachers unable to use 16mm projectors and complicated-looking tape recorders, thereby denying their classes interesting aids to learning.

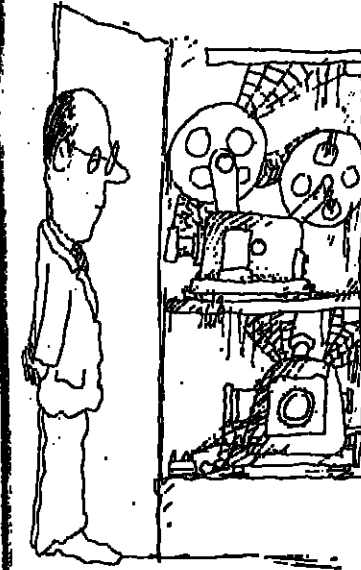
Child-produced audiotapes not quite up to standard, wasted because nobody on the staff has the simple skill of editing them into usefulness.

Video equipment unused because nobody has planned the use of the small quantity of expensive tapes and one department is hogging those available with programmes which they want to keep until next year—even though many BBC and ITV programmes will be repeated next year.

The simple fact is that, although many colleges and departments of education are doing a splendid job in introducing teacher trainees to a wide range of modern equipment, a great deal of it has been purchased and put away into a state of dust-laden disuse because schools have no plan to ensure that it is used effectively.

Is the myth of the teacher, who is scared to use even the simplest mechanical device in front of a group of potentially critical observers, in fact true? Certainly a great deal of time at a teachers' centre is spent answering the telephone to school callers and spelling out the functions of buttons on tape recorders marked WIND, REWIND and even STOP, or explaining that if an electric duplicator has a safety switch incorporated in the lid, the machine will not start operating electrically until the lid is closed.

Why is there such lack of knowledge? Not only colleges and departments of education, but polytechnics, technical colleges, colleges of further education and teachers' centres all run general and specific courses in audio-visual aids. In the London area the



hands either of the "office" (who do not consider this a proper use of reprographic equipment) or of the science department, whose technicians are only employed to prepare lessons in science laboratories.

A severe shortage of English text books, but, in the cupboard, 120 brand new copies of Paradise Lost bought by a head of English who had intended concentrating on Milton throughout the fifth and sixth forms, but who left before he could implement his intention.

Expensive reprographic equipment, including electronic stencil cutters, electronic copiers and offset litho equipment, installed to meet the modern demand for self-researched and school-produced curriculum resource materials, handed over to school secretaries who, neither the time, the will nor the understanding to provide the quick and regular service needed.

Old-fashioned equipment, like the epidiascope, now coming back into favour not only for direct wall projection of illustrative material but as an aid to making simple drawings and maps, gathering dust at the back of the cupboard because the name of the equipment is unfamiliar, though it is one of the simplest pieces of audio-visual hardware to operate.

Continued from previous page

Equipment has been developed in little more than a decade. Brighton products ranged from the most sophisticated video and television equipment for education to the simplest of aids. This revolution in the difficulties of the world to be used. It is no longer just a case of whether we want a 16mm cassette projector or a 35mm projector. Even that particular problem has now been solved. Super-8, with the advent of Super-8, has made significant differences in the sponsored film world.

The problem for the teacher, however, is that in an age of new possibilities, the same time, posing the problem of finance at a time when the education system is facing a crisis of confidence and a much

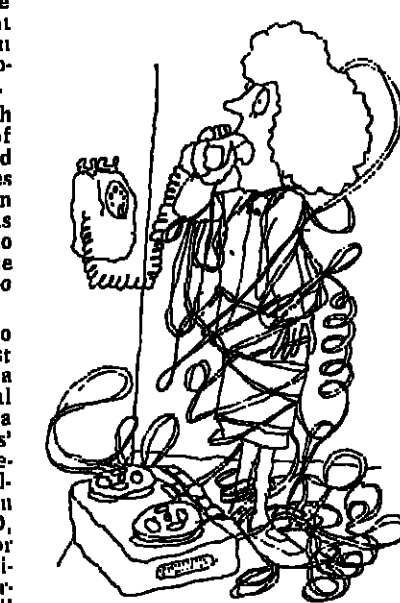
smaller scale, by equipment like overhead projectors—early models of the sixties being especially compared with the much wider range of current equipment.

For those working, for example, as secretaries in industry, the advent of new equipment obviously raises problems—but these are mainly a question of adjusting to the use of some new device (an electric typewriter as against a conventional manual model; a golf-ball head as against a conventional set of keys; transcribing from a taped recording instead of from a shorthand notebook). But for a teacher or lecturer it becomes a question of reorganizing teaching material in a new form to fit in with the use of a series of integrated aids.

If this were just a question of re-writing one's lecture or lesson it would be difficult. But for so many in education it becomes a problem of either learning to use new equipment in a teaching situation or arranging with technicians or colleagues for its use in a precise way in a lesson or lecture.

advice to individual enquirers. And most manufacturers will arrange for a rep to call and demonstrate even elderly equipment in the hope of making a sale of consumable stores or of ancillary and new equipment.

A number of schools, of course, are well ahead with their own sophisticated resource centres. The following suggestions are for the others. They aim to encourage the best use of available equipment and to help the mechanically different teacher.



A teacher with an allowance post should be appointed to be responsible for all audio-visual aids in the school. He should not simply be responsible for the safe custody of the equipment. One recalls schools in which projectors and tape recorders were beautifully looked after—but never used!

Decisions about priorities should be made by a teacher and not by the school secretary.

The head should give his AVA man or woman authority to search all stockroom and classroom cupboards, to see what the school actually possesses. This may well include not only underused hardware but charts, slides, film loops and strips and, often, complete films. Frequently these goodies have been amassed by teachers who have long since left the school and it is not unknown for some of them not even to be the property of the school.

A central register of all school based equipment should be kept—perhaps by the teachers' centre or a local audio-visual aids association. Frequently a valuable piece of equipment is needed for a short project and could easily be borrowed if its location were known.

The AV rep should do his utmost to become proficient in the use of all the equipment within the school and to encourage his colleagues to improve their own competence.

Ernest Millington is Teacher-in-Charge of Newham Teachers' Centre.

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The challenge of photography

by Margaret F. Harker

This autumn more secondary schools will offer courses in photography. Until recently students have been able to offer the subject for the CSE, but it was included only as an option in the crafts examination by the Associated Examining Board for the GCE. Recently, however, the AEB have stated that "In the June examination of 1975 the board will offer photography at A level for the first time. As from June, 1975, the board will offer photography as a separate subject in its own right at O level. Photography will be withdrawn as an option in the O level crafts syllabus."

For many of the schools the subject will present a challenge and various difficulties not all of which will be fully understood at this stage.

The evident interest in photography as a subject for study during the crucial formative years spent at secondary school is encouraging and indicative of much needed reforms in visual education. Up to now this subject has been either overlooked completely, regarded as relatively unimportant as compared with more academic subjects or consigned to the traditional art and craft classes.

Visual literacy is now gaining recognition among educationists as an important preparation for adult life. Today television ranks with radio and newspaper as a major medium of mass communication. Television is an audio-visual system; newsprint, a verbal-visual system, but considerable use is made of photographs in both. Our visual sense is also daily subjected to photographic imagery through journals and magazines and posters on hoardings. Probably this assault on our visual sense leads most of us to take photographs for granted. We read the messages they convey without stopping to analyse what we are doing or wondering why some photographs communicate more effectively than others, and whether or not we are grasping the full import of the message.

It is so easy to take a photograph and obtain an image with modern cameras, that photography is often regarded as a simple visual recording device and no more. Those who study for a degree in the subject often have to overcome scepticism about the seriousness of their intent and also the opposition of parents and schoolteachers before enrolment. (At present three courses are offered in Britain—a postgraduate course at the Royal College of Arts and two undergraduate courses at the Polytechnic of Central London.)

Those who have studied photography are familiar with the language and have a better understanding of the message presented in this visual form than those who have not. Information conveyed, for in-

stance, through the use of a particular lighting form, angle of view, focal length of lens, will mean more to the photographer. The non-visually educated may not be able to "read" the message or understand the meaning underlying the form.

However, to be visually literate—to be able to interpret and understand the message conveyed to our visual sense through photographs and the television screen—it is not necessary to be an accomplished photographer, film director or television producer. It is necessary, however, to be able to analyse and interpret the formulation which constitutes the visual image.

Learning to read the written word takes time and effort, learning to read the visual image appears deceptively easy. We forget that photographs are two dimensional and that the black and white photograph is a monochromatic version of a three-dimensional, colour scene in front of the camera. The brain has to reorganize the visual material to reconstruct the subject as it really existed at the moment the exposure was made. What happened immediately before and after the photograph was taken and what surrounded the picture can only be conjectured.

Photography is based on scientific principles and depends on technology for improvements in equipment and materials. It is unsurpassed as a visual recording medium and can be used for making measurements. Photography is an art when used effectively for the expression of concepts, ideas and for the communication of aesthetic principles in terms of design, but it can be used for social documentation and for political and commercial propaganda.

The main emphasis in teaching of photography at A level should be on reading images, for example, on visual concerns and on applications. A level students should be reasonably knowledgeable about the many diverse uses of photography and have thought about possible future developments. They should know about it as a recording and measuring device for the scientist, its immediate and future historical value as a means of social documentation and its power as a medium of communication and expression. Students at both O and A levels should be encouraged to be reasonably proficient in photography. This will lead to a better understanding of the medium and provide a suitable platform for those who wish to embark on a vocational course in photography or study the subject at degree level.

Education and training in photography has been available since the end of the nineteenth century, when the first formal classes in

photography, chemistry were started by the Royal Polytechnic Institution. Howard Farmer's school of photography was incorporated into the polytechnic's educational system in 1910, and there were classes in various aspects of photography, including the practice of photography, in the 1920s and 1930s. Classes in photography were also offered by the London School of Photo-Engraving, Manchester Technical College, the Reimann School of Photography, London, and by various other institutions. Before this apprenticeship to a professional photographer or membership of a photographic society or club were well recognized means of learning photography.

Considerable advances were made in the provision of education and training in photography from the 1940s onward within technical colleges, colleges of art, and later in polytechnics and by the Publishing and Printing Industries Training Board. However, the major emphases have been on the education and training of photographers (especially the development of technical skills) for the profession, trade and ancillary occupations or the enjoyment of photography as a hobby. The opportunity for a much broader treatment of the subject at secondary school level calls for a different approach. It should be primarily concerned with the development of visual literacy, in the sense that a command of reading and writing do not necessarily imply intent to become an author, journalist or broadcaster. It would be tragic if the primary needs were overlooked and pale, watered-down versions of existing vocational courses in photography were offered in secondary schools.

The syllabuses of the AEB are wide, demanding and generalistic, leaving interpretation of requirements to the teacher and student. The specimen A level exam papers are disappointing, in that they are too specific in some respects and indefinite in others. There is insufficient testing of visual knowledge (which should be regarded as the most important area of study) or appreciation of the art and applications of photography. Too many questions are of technical/calculational orientation, requiring a study of the subject to a depth which is unlikely to be reached by those whose time is limited to a few days' study a week for two years.

There is a danger that preparation for the exams will cloud the important issue of visual education. One of the major difficulties likely to face schools who offer photography at O and A level is find-

Continued on next page

Slides for starters

by Bernard Orna

Wandering by a river one bright March day, I paused where a tree, still leafless, stooped low over the water. Through a fringe of spiky twigs the sun sparkled on a silvery-blue surface. My camera recorded a neat rectangle that summed up the pattern.

In June I clambered among rocks on the north-east coast and found a never-ending variety of pools left by the retreating tide—some in quiet tones of white, grey and black; others rich in browns of mineral origin and woods; others, again, displaying strange prizes of glinting pebbles and shells. My camera eye was busy.

August brought travel abroad and clusters of other images: arched openings and steps of a medieval town; the narrow ends of houses somewhere else, with coloured patches of plaster and timber; boarding under rip-tiled roofs; the handsome bark of a plane tree at the roadside.

The end of year activated the camera eye too: leaf skeletons, and the shining fruit of winter cherry. There are many such strongly patterned images round us.

The slides were projected on the wall. A teacher friend joined in the comment and asked "May I have copies for the college as starters for ideas in art or craft

classes? There might also be something for the pottery and embroidery people also."

And so we arranged it. The college is Hammersmith CFE with its students of mixed races and backgrounds and its problems with the educationally deprived. Visual aids are valued there. Other teachers elaborated on the potentialities of the chance images. The picturesque quality can serve a purpose in art. "Or there's detail that can be picked out for itself as a starter—say for prints." And there are colour combinations. "The steps and arch could be starter for a structural composition. We ought to encourage more making of things."

The slides did not produce all these offshoots during the following terms. There was no pottery or sculpture, but there was needlework inspired by rockpool shapes and the bark of the plane tree. A rockpool and the tree stooping over the river are sources for two O level designs now with the assessors.

There was also another, most interesting offshoot—a verbal one. These were used in classes for students whose vocabulary and writing ability are poor and who have difficulty in conveying thoughts in conversation. The winter cherry images—the red berries



in almost golden net cages—aroused enthusiasm among West Indian youngsters and, in the course of talking, helped fix words in their minds, such as mysterious, fascinating, filigree, fine, lacy. They were ideas suggested by the image. One was related to the arch and steps and was quite stark: the disappearance of the writer in an old building.

This experiment will be repeated and extended with the introduction of further slides that can prompt discussion because not all the images are immediately obvious. The same approach inspired use of the slides in an English class



Continued from previous page

ing suitable teachers. At present only a few will have the desirable qualifications to teach photography. Initially they are likely to be drawn from art and science departments, therefore their background knowledge and approach to the subject will vary considerably.

The syllabuses indicate the necessity for darkrooms as well as a room which can be used for taking photographs. Necessary equipment will include cameras, enlargers, mobile lighting units, washing and drying arrangements for negatives and prints and arrangements for dry mounting, display and presentation.

The cost of materials and chemicals used in photography is high, especially with VAT and inflation. By its very nature, practical work implies trial and error as well as success. Once a methodical working system has been achieved, errors can be reduced substantially, but shortage of materials will inhibit experimental work.

The following institutions are likely to be of help to schools: The Institute of Incorporated Photographers, Anwell End, Ware, Hertfordshire (the association of professional photographers and photographic technicians), have played a major role since 1938 in education and training in photography. Their role in the examinations system is recognized by the Department of Education.

The Royal Photographic Society, 14 South Audley Street, London, W1, have recently formed an education

group, who are particularly concerned with photography in schools.

The Society for Photographic Education numbers among their members a proportion of teachers in secondary education whose subjects include photography. The society holds meetings and organizes symposiums and conferences on a variety of topics, including photography in schools.

The DES through their HMI for photography, organizes a summer school in photography for teachers in July every year.

The School of Communication, Central London Polytechnic, offer a short course and workshop (one evening a week for eight weeks and one weekend) on photography in schools this autumn. It is aimed primarily at teachers and will attempt to offer some solutions to many of the difficulties they are likely to encounter as well as extending their knowledge of the subject.

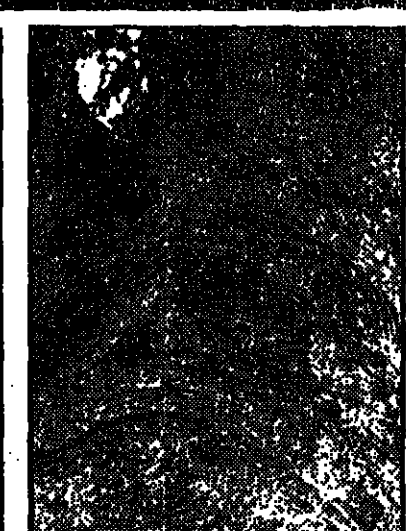
The interest being expressed in the teaching of photography in schools by appropriate associations and institutions is encouraging. It is to be hoped that the schools will respond enthusiastically to this concept of visual education and will not be deterred from promoting the study of the visual image in terms of photography by problems which can be overcome by careful planning and organization.

Professor Margaret F. Harker is Dean of the School of Communication at the Polytechnic of Central London.



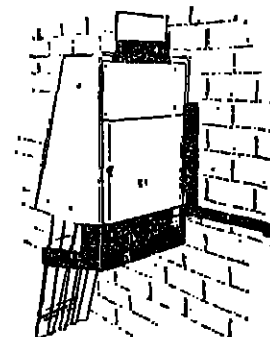
of day-release lads from the building industry. This unfamiliar means of developing language was accepted in a friendly way, and answers, guesses and discussion soon flowed from the viewers. Mostly they picked out the subjects well. There were some fanciful mistakes, pupils tried to see what it was; bright spots on the dark floor of a rockpool suggested a night sky seen through a cave entrance to one, a landscape seen in the distance to another.

There, then, was a satisfying lesson in the multiple possibilities of images derived from images originating in enjoyment of photography.



Examples of slides used at Hammersmith CFE: Left: light and shadow; centre: pebble pattern, and above: holly tree trunk. The photographs are by E. Orna.

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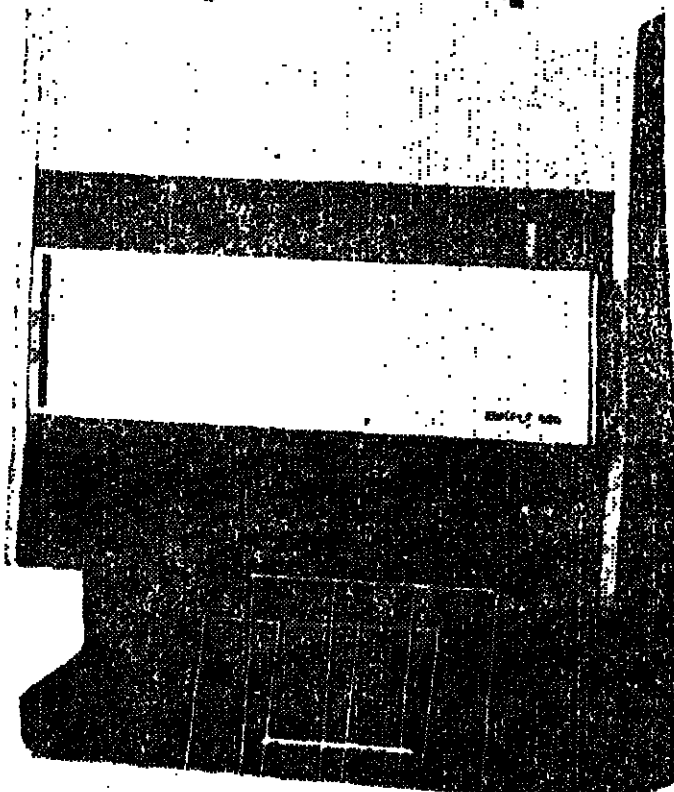


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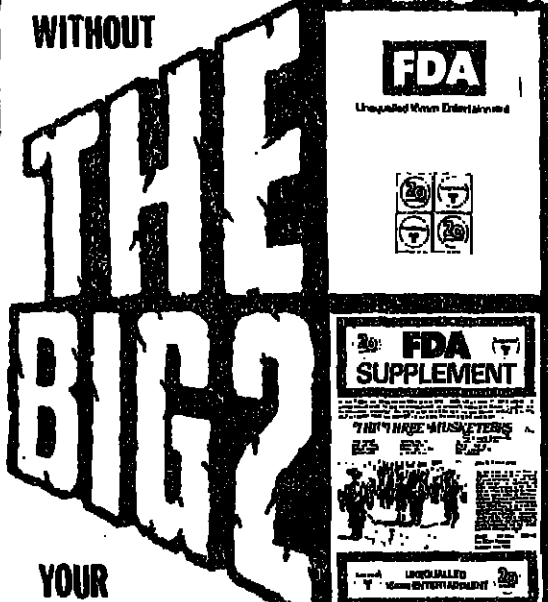
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Lessons from outside

John Leedham describes a study he is conducting on behalf of the Association for Programmed Learning and Educational Technology into the imaginative uses of closed circuit television

The Unesco contract 506400 of December 19, 1973, prescribed that "The Association for Programmed Learning and Educational Technology shall conduct a study on the use of closed circuits of television in the training of staff and managers in organizations not specially devoted to education such as industry, administration, navy, army, etc. This study of approximately eighty pages will present a selection of some representative case studies of particularly imaginative uses of CCTV."

As the study has been submitted, approved and is being translated into five languages, it is now possible to comment and to note the unusual and pointed request to exclude organizations specifically devoted to education. There is a plethora of material available from normal educational sources; CCTV equipment is especially preponderant in British higher education. As the results of the study are to be used in teacher training institutions in developing countries, it must be assumed that Unesco estimate that some imaginative potential lies outside the walls of educational institutions.

The term "training" was taken broadly. Schemes devised for management training, for organizing staff participation in policy making and for increasing the potential of junior sales executives, were judged alongside training schemes introduced to increase safety awareness, to teach the handling of dangerous materials or weapons, or to survive in an underwater environment. Closed circuit television was accepted as ranging from the simple portable pack to full 2in colour studio productions.

Discussion on the word "imaginative" suggested that the employment of closed circuit television in a given circumstance, such as role playing at managerial level, might or might not be imaginative. A definition would only be achieved by the examination of specific case studies. For this reason the participating bodies are diverse but are judged to be organizations with real commitment and a record of successful usage.

Eventually, the following organizations were chosen: the Royal Navy; the Army; the Royal Air Force; the National Coal Board; the Road Transport Industry Training Board; the Wellcome Foundation; British Petroleum; Insight (Journalist team); the Day-run Sports Equipment Corporation.

Between them they submitted a large number of studies describing how CCTV had been used by them in their training of staff.

One example is a paper on "The Imaginative Use of Television in the Wellcome Foundation Limited" which describes a technique for involving large groups of people in roleplaying using the absolute minimum of video equipment. The particular event described took place in Madrid at the local office of a British pharmaceutical company. Almost 100 salesmen took part.

Small groups were formed to discuss a particular difficulty, the solution to which was to be acted out in a role-play selling situation. A "customer" and "salesman" were nominated from each group.

Around a single television camera, several role-play sales talks were set up all beginning at the same time and continuing simultaneously. The camera "rolled" from one role-play to another until all the groups had been covered. In this way each segment of video caught a different phase of the sale, from the opening statement to the closing of the sale.

A paper from the Road Transport Industry Training Board describes how closed circuit television has been used in the training field where immediate replay of all forms of role playing is needed. Its ability to display intricate operations to large groups in small areas which could only be seen by one or two students has also been exploited. Modern equipment, especially video equipment, can be used by an instructor with a good degree of reliability. And this, coupled with the advantage of daylight viewing within a classroom and the ability to stop, start and rewind the programme led the board to examine the possibility of producing short programmes which could be far more "fact packed" than the conventional film programme.

A series of programmes was selected, on *Mechanical Principles* aimed at first and second year apprentices. Advice was sought both from technical college lecturers and the manufacturers of the equipment to be demonstrated. The programmes last between 15 to 20 minutes and can be tailored into a 45-minute lecture period, with introduction, questioning and replay of any particular difficult areas.

To allow the instructor to prepare his lesson plan, a complete commentary in the form of instructor's notes was provided. On these he could mark where he wished the programme to stop to ensure that students had learnt each particular operation and, if necessary, to replay it until the difficulty was resolved.

Naturally, in some cases it was necessary to introduce diagrams to ensure that the theory was understood. In such short programmes, it is not possible, or good television, to dwell too long on basic theory. All diagrams used in these programmes were also produced on 35mm slides, to allow the instructor to use these aids before, during, or even after the programme to amplify the theory behind the practical operation.

Finally, to make full use of these programmes, students should then be allowed to carry out the operations on the actual equipment in the classroom or workshop.

The National Coal Board are constantly concerned with raising safety standards in British mines. They employ a variety of techniques: news-sheets, pamphlets, posters, notices and display material, and safety quizzes with prizes, exhibitions, annual safety themes, films (distributed in 16mm), film loops and television. The board organize 12-monthly campaigns which 50 different collieries are selected each year for special attention. This is in addition to technical effort in the field of accident prevention.

Mining is a 24-hour operation, with men working on three round-the-clock shifts starting at approximately 6 am, 2 pm and 10 pm, so each programme is transmitted three times to the three different shifts. Videotape recording enables this to be done easily.

Each mobile television unit has a crew of two, the controller is in charge and is backed up by a gill interviewer, who acts as the anchor woman in the devising and presentation of whatever programme is appropriate.

The controller, however, works closely with the particular colliery

manager and his safety engineer and also, more often, with the engineers, who are responsible for safety policy over a number of collieries. The controller devises programmes at the request of colliery management which cover safety subjects of particular local concern.

Gill interviewer and controller act together as a team. In between producing programmes at specific collieries, they are responsible for liaising with the new areas and new mines, and planning the layout of their programmes before they visit a specific mine.

Engagement and employment of television crews, purchase and equipment of the units and overall policy regarding their operation are arranged by headquarters.

Closed circuit mobile television units play a valuable part in the annual (50-pit) campaigns. The mobile CCTV units move from mine to mine to put on television monitors a reflection of any particular mine's safety problem.

The National Coal Board's management structure is based on 12 geographical areas, of between 10 and 20 collieries (though Scotland, Wales and the North East have more), and the Kent colliery, which has three collieries. The five mobile CCTV units operate regionally and visit collieries in several areas. A mobile unit will visit given colliery for a week or perhaps two.

During a one-week visit, the aim is to produce one or two 15-minute programmes, outlining the safety problems of the mine and through our suggestions for making improvements. Local people take part, including mine-workers, trade union representatives and management. Using some or all of the equipment and materials outlined above, the programmes are put on videotape. One of the two mobile video recorders carried by each of the five mobile units has an edit facility so that the programmes need not be recorded in strict sequence.

The safety programmes are transmitted from the vehicle to the television monitors. These are placed at strategic points at the colliery where men gather during shift changeover. The television screen is usually located at pit top, can be seen by workers when they change into working clothes before going underground, in lamp-houses (where they collect their pit lamps and personal "self-rescue" equipment) and offices.

As these examples suggest, a variety of applications are being covered by the study and some items display considerable ingenuity.

The case studies all demonstrate one significant feature—the introduction of CCTV into the training of staff and management brings about considerable revision and updating of training techniques. Some studies suggest that quality and effective training can be achieved economically. The quality and effectiveness of the language and function are more subtle and elusive. It perhaps best arises in the reader's own mind as he peruses the case studies.

The full studies are available by special Unesco licence in a limited edition in English at cost price of £200, from Dr J. Leedham, Main Hall, Loughborough College of Education.

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Never mind the weather

Brian Hill on location shooting for closed circuit television

A substantial proportion of the national resources devoted to closed-circuit television systems are either wasted or, at least, seriously under-employed. Cameras are all too often in search of a role and, judged by any cost-effective criteria, that role, when found, is likely to be insufficient to justify large chunks of capital and revenue expenditure.

In many ways this situation is almost inevitable since closed-circuit television has hardly been available for more than a decade and has only really become widespread in the last four or five years. It is not video recording (for off-air recording which presents the problem of essential) nor the single-camera systems used in work such as microscopy, computer displays and bench demonstrations, but rather the expensive equipped studio studios which still proliferate.

This article emphasizes the fact that closed-circuit television has to be exploited in different ways from broadcast television, and that these systems must be used flexibly if they are to justify themselves financially.

Many examples

Institutions, such as those in Leeds and Plymouth, have been proving for years that close-circuit television has a vital role to play in education. However, many of the examples which follow taken from a project at Brighton Polytechnic sponsored by the Nuffield Foundation. Its object was to produce a series of 13 30-minute videotapes about French and German libraries for use both in advanced language teaching and in schools of librarianship.

This project was selected, not because it claims to be the first, but because it shows how a unit that has operated along relatively traditional studio lines has been adapted for demanding location shooting, without extra cost. It also illustrates how closed-circuit television can uniquely compensate for serious deficiencies in the curriculum which could not be overcome in any other way, and limits at the same time the difficulties and possibilities of making low-cost videotapes abroad.

The success of location shooting with videotape depends on how much more effective it can be than cine film. Cine film still has certain advantages over video: 16mm work does not need bulky equipment. For video to be successful in a large-scale project, more than a single camera is needed. The associated mixing facilities and cabling are relatively complex. Editing with video is less precise and less satisfactory than on a Steenbeck film-editing machine. Cine also scores where colour, clarity and life span are concerned and there are difficulties of compatibility over satisfactory videotape interchange.

But these difficulties can almost all be overcome and other points make video preferable for a lot of location work. The most important is expense. Once video equipment has

been purchased, running costs are negligible. A well-produced cine film with sound can cost £100 a minute. The whole Nuffield project, which involved shooting on location in Rouen, Paris, Stuttgart and Tübingen, cost approximately £5 a minute. Other important advantages are ease of operation once the equipment has been set up; choice of mixing and special effects on tape; time is saved by avoiding the necessity for cut-aways, and there is increased variety of picture composition and instant replay. This is invaluable in all location shooting, not just for that of quality control, but also in persuading people to cooperate in the filming.

There are certain basic principles about location work which apply whether you are filming with cine or video. The key to all successful location shooting is preparation. The precise objectives of the exercise must be clearly known and a reconnaissance indispensable for ascertaining what you want to film and what difficulties of sound and lighting you are going to meet. One hour's preparation can save 12 hours of frustration.

If you are filming in different locations, it is important to have flexible equipment that will fit anywhere and which can be set up quickly. To capture an accurate and interesting portrait of European libraries the Brighton team had to follow librarians with baskets of books into a housing estate, film roulette in an Air France canteen, get good close-up shots of Napoleon's letters in Josephine, hang out of the back of a van in a storm to see a Bibliobus in Normandy and negotiate the spiral stairs in the palace of the castle Princes of Baden-Württemberg.

On location it is quite vital to assemble rules to know who is doing what and also to allow for some doubling up in such things as camera work. Ideally a video team would consist of at least five people, with two competent technicians, an interviewer/researcher, a production assistant for continuity and for keeping detailed shot lists and a director.

Trolley system

To fulfil the potential of closed-circuit television, a basic trolley-mounted system backed up by compatible portapaks (mains and battery operated) is best. This allows a greater variety of shots than can be obtained on a single camera, but is more flexible than shooting from a studio built into a mobile van. (The loads are rarely long or reliable enough and on-the-spot communication between the director and his team is rarely totally satisfactory.) The day's shooting can then be arranged in two or three main locations and the portapaks used for pick-up shots or for short sequences in other locations.

The trolley should carry all the equipment necessary for driving the unit and for mixing. In the system designed by Pat Kingston at

Brighton Polytechnic (see diagram below), everything apart from the line monitor is semi-permanently mounted and provided with extra fixing straps for loading and unloading. The trolley which is approximately 4ft 6in x 7ft 6in high has a number of important features. All cabling and sockets are permanently installed and the dimensions are such that the director can sit easily at the controls. It is lightweight, corded, has sprung rubber wheels and can fit into most standard lifts.

It carries one line and two preview monitors, an oscilloscope, vision mixer, special effects box, sync-pulse generator and video recorder. For sound control, there is a multi-channel mixer, a variety of inputs for microphones on external sources and talk-back to cameramen. A variac is included to keep voltage constant at 240 and 16 mains sockets provide ample supplies. The line monitor also provides instant replay for sound and vision.

Portable cameras

The system enables up to four cameras to be fed in, including, where necessary, the mobile cameras. This is particularly important when a minor fault develops on one of the main cameras, since nothing is more frustrating than long waits for repairs.

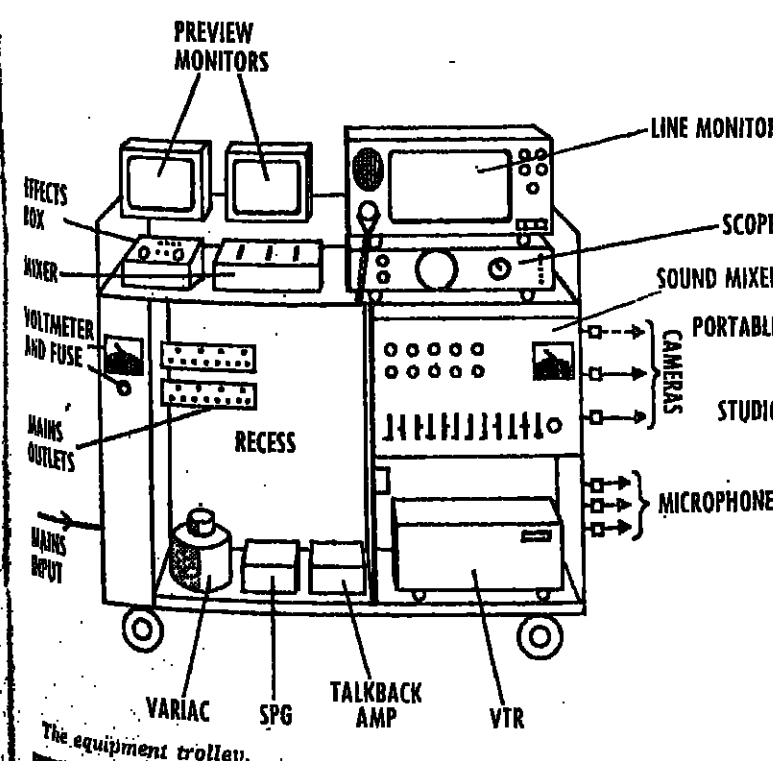
Some ancillary apparatus is also necessary. Five spotlights, two mounted on stands, two which clip on and one portable battery light, is about the right number to ensure reasonable coverage. For many projects, particularly those on foreign language work, good sound quality is absolutely crucial. A combination of two battery electric clip-on microphones, supported by a uni-directional gun-mike and an ordinary hand-mike seem sufficient to cover most situations. It is obvious that a wide variety of spares (bulbs, tubes, circuit boards, etc) should also be carried for long-term projects.

It should be possible to load the whole unit with trolley, cameras, recorders, etc, into a small van. A stopwatch on the European libraries project recorded a record time of 20 minutes to unload and assemble the studio and 22 minutes to dismantle the equipment, load it and secure it in the van. One thing which proves a great help is a small ramp which clips on to the tailboard so that the whole apparatus can be loaded or unloaded by one person.

For anybody thinking of taking their apparatus abroad, a few further points need to be taken into consideration. Preparation of documentation well in advance should be undertaken since time in advance of departure. A carnet should be obtained from the chamber of commerce, on which the apparatus, together with serial numbers and values is listed. Although educational projects are specially treated for customs clearance, offices at frontiers are often closed (particularly at the weekend) and lack of a carnet can mean a deposit of several hundred pounds. Although filming abroad is no more difficult than at home, there are difficulties with plugs and voltages. It is, therefore, essential to include a variac, continental adapters and to make up some special cabling to take a variety of mains sockets. In some countries 110 volts can still be found.

One of the most important difficulties is a human one. Where a group of people have to live on top of each other, the rules should be established from the start that once filming is finished for the day everybody can go his own way. In foreign countries the difficulties are compounded by language. Every effort should be made to see that members of the team not speaking the foreign language are given help with where to go and what to visit in the various towns.

If all these questions are taken into account, however, and a sanguine view adopted, there is then tremendous scope in closed-circuit television for individuals to define areas of specific need within their curricula and to use the apparatus in a flexible way. If resources are channelled into the provision or adaptation of apparatus for mobile and flexible location shooting low-cost, high quality video productions can become the rule rather than the exception.



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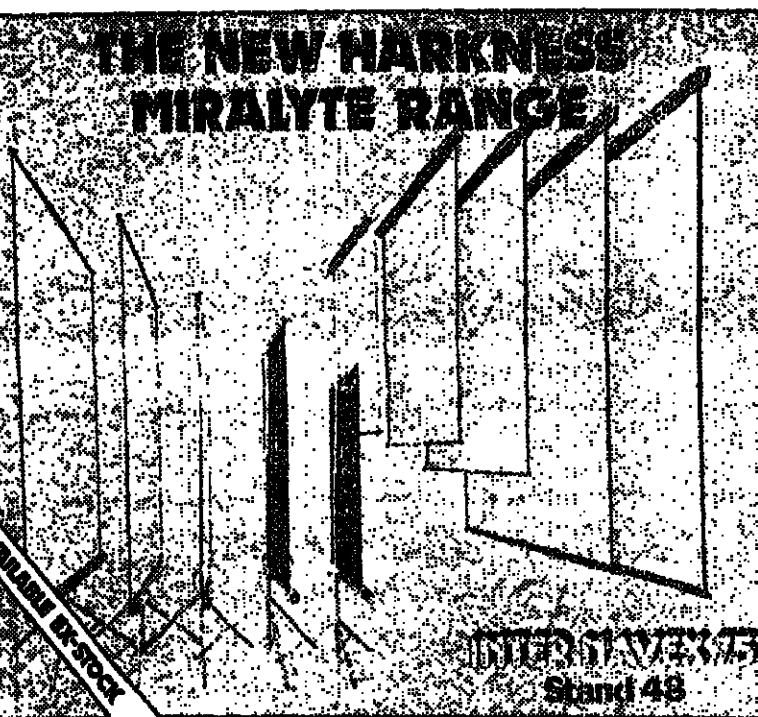
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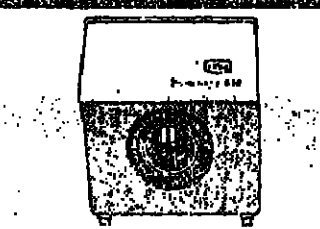
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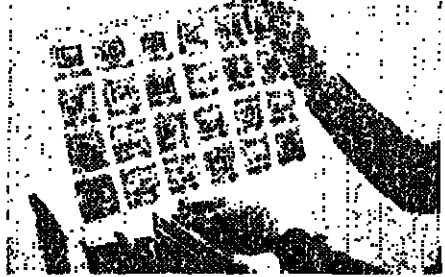


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Candid criticism

Jocelyn Chaplin on evaluating media

Objective evaluation is not often carried out to distinguish between media, mainly because the relevant criteria have not been clearly enough worked out. And yet measurement is distinguishing between individual children have been elaborated. We not only have examinations but there are IQ tests, perceptual tests, dexterity tests and tests of every ability you could imagine. The emphasis has been on the child's success and failure rather than on that of the media or method used. If the children are shown a film about India, for example, they may be asked questions about it afterwards. Each child will get a score which indicates their individual abilities to concentrate, to pick out and remember details, to abstract ideas and to perceive accurately. Their scores, however, are not used to evaluate the film. Yet it is not likely that, if all the children get low scores, it is the film that is at fault. It is the child who is stupid?

Three factors have to be considered when evaluating media—the practical, political and psychological. They interact on each other but may require different techniques of evaluation.

The practical factors include cost, available space, time—all those problems that teachers normally associate with choosing media. Political factors include all kinds of power relationships; school politics often comes into decision-making about media. We forget that when we talk about two-way communication, this itself implies a certain sharing of power and control over the situation in which the contact is taking place. A dialogue implies two equal and opposite sides. If one side has total power over the other, two-way communication is no more than a meaningless word used to cover up real power differences.

Psychological factors range from the passing on of information to fulfilling the child's deepest needs such as self-esteem. Usually media are evaluated in terms of getting as much information over as quickly as possible, to be remembered for the longest possible time, or at least up until the exam. Legibility studies and market research are geared to these aims. A poster that is remembered is better than one which is forgotten. But discovering the factors that make it remembered is still beyond the scope of most psychological studies of media.

There are four main aspects to this "passing on of information". First it has to be noticed. Then the words and images have to be recognized. A badly drawn apple could be confused with an orange or a potato. Accurate reproduction of objects and events is usually important in relation to getting information across.

Third the "message" has to be understood: ambiguous actions in pictures like a man picking something up or putting it down, confuses the child. Many photographs and also over-simplified diagrams confuse in this way. Fourth, it has to be remembered. There are so many ways of getting a poster or picture remembered that they could not be listed here. Humorous contradictions and the contrast of a large image or word with smaller ones are just some of the effective techniques used.

However, being effective, in "getting across information" is only one of the media's functions. There are many others, for example the importance of catching and holding attention may be useful in terms of keeping children quiet and may even be relevant to help them understand and remember information. But media which are most successful at holding the attention may not be so good for stimulating new activity. It is more difficult to drag a child away from a television set than from a wall poster. But does this make the television more effective. We must ask ourselves, more effective in what sense?

Certainly media are more effective than others at doing one or two things. By effective I mean that the child is better able to understand and remember the information, not that it will necessarily stimulate activity. Planets moving round the sun are better understood on a moving film than on a still poster. New electronic media like sophisticated computer teaching machines may totally absorb the child, but do we want such involvement in things rather than people?

If we are interested in dialogue between the teacher and the pupil, between people, we have to look at the media more like a catalyst, more as a starting point than as a total experience in itself.

Here the flat unmoving and silent posters and wallcharts may be more effective than the all absorbing flickering television screen.

Clearly the use of media as a catalyst depends on the classroom in which it is used. The teacher has to respect the children and their ideas. The teacher learns from the pupil as well as the other way round. The media is used as a mediating link by teachers with an open attitude. It is a facilitator rather than a manipulator. However some kinds of media do lend themselves to manipulation for technical reasons. Slide shows and films have to be shown to large groups of children at speeds dictated by the media itself, or in the case of slides sometimes by the teacher. The child is forced to follow at the same pace.

Posters and wallcharts can be looked at in the pupils' own time over and over again. Objects and images can be compared with each other in space instead of consecutively, which means holding an image of the past in the head. This is especially important if small differences in detail, of house design or clothes through the ages, for example, are being compared.

The child has more choice in the use of posters. Other media demand attention. Because the poster or wallchart is a relatively permanent feature of the classroom environment, the child may become familiar with it gradually and still learn something from it.

However there are certain problems with flat, still media like posters that children themselves are often aware of. Different graphic techniques are obviously needed for different age groups. Younger children need larger words and simpler brighter images.

The layout should be clear and unconfusing. The eye should be guided around the paper with no ambiguity as to which way to turn next. The eye should be frustrated when it is confronted with unclear or contradictory directives. A cartoon picture of a high rise building with words in bubbles was described by some children I recently interviewed about printed material as confusing and overcrowded. They said expressions like "I can't follow it" and "don't know where to go".

Credibility is another important factor. Children today no longer think that the "book never lies". Newspapers in particular come in for a lot of suspicion from the young. Using newspaper cuttings on graphic displays evoked comments like "they have to put a lot of lies in to fill it up" and "they exaggerate". In answer to open ended questions about their general reactions to print media children frequently mentioned "truth" as being an important criteria. They often complained of "only getting one side of the story" in school.

However, they did seem to think that the "photograph never lies". Photographs were described as being "real" and "true" and "shows you what it's like". They also preferred photographs to drawings and cartoons. When asked what media they liked best, film came out first, but photographs next.

Photographs are also more detailed and complex. Detailed and realistic drawings are often preferred to oversimplified ones that leave nothing for the eye and brain to do but to take one look and go away. The much simplification can be insulting especially to the older child. It can also be boring.

There are no hard and fast rules beyond the most obvious ones like having the print big enough to read. But it is important to think clearly about the psychological and political implications of various media as well as the practical ones. If the aim is to create a two way dialogue between the teacher and pupils the function of the media as catalyst may be more important than its function of holding attention.

If the aim is to create an active learning process media encouraging passivity would not be appropriate. But perhaps most important, children of all ages can be involved in making decisions about choice of media. After all it is as a result of their reactions and actions that the media will eventually succeed or fail.

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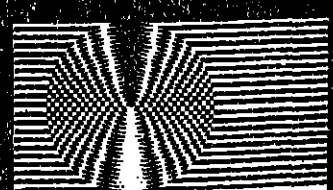
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Facts without failure

NICCI CROWTHER on history and geography materials for the slow reader

For 20 per cent of children who go to secondary schools with a reading age of under 10 suffer from a multitude of problems. For some, English is their second language; others have arrived only a short time ago from another country where their own language is spoken. They may have been in a very different position when they were at school, or in the case of those who have had a great deal of time off school, ill or kept home for some reason by their parents, they may have found it hard to catch up with the rest of the class. For others, the first difficulty is to read at all. They are described as "slow readers".

Almost all these children recognize that they have failed where others have succeeded, or that others of their age find easy something which they still find hard. And almost all lack self-confidence. For teachers, the first difficulty is to encourage these children to read with greater fluency. Publishers and research organisations provide suitable fiction material in quantity, but not always in quality. No child can or wants to make his way through reading books for his whole school day, and readers who are in a "remedial" class or who are "withdrawn" from time to time from a mixed ability class, they invariably come to see reading as a chore.

Against history, geography, religious education and other "academic" subjects on the timetable, learning to read for information is an important and necessary skill, and one which can be well exercised by studying some of these subjects. Moreover it is a way to think that because a child cannot read very well, he will not be curious about how the world works. Many slow readers enjoy history based subjects and there is every reason why they should be encouraged.

It is particularly in history and geography that publishers have been failing the slow reading child. Easily readable texts on these topics are rare, whether in the form of books or packs. Thus conscientious teachers have to prepare their own material, often because of limited time and often inferior reprographic resources, are almost always third-rate.

The alternative—one which is too often used—is that readers are handed a copy of a class textbook

and told to get on with it. What he is then faced with is usually a large block of close print, full of long, unrecognisable words. The task of reading, let alone digesting, this material is practically insuperable. Apart from the fact that the child is denied the information he wants, this kind of textbook will not improve his reading. If he is expected to read something which he cannot manage, the association of reading with failure will be strengthened.

The difficulty which secondary school teachers face continually is how to help the child who has been so discouraged that he does not try to give reading another try. Were history and geography texts manageable, they could reinforce his reading successes. Selecting suitable material from what is available in this field can be a frustrating business for any teacher of slow readers. For one thing, the choice is so limited that material can hardly be dismissed on the grounds it is of poor quality. Nor is it as easy as finding a text with an approximate reading age of, say, 8.5. Some material would be perfect were it not described as "junior history" or "for seven to nine-year-olds", or even sometimes, "for infants". A 13-year-old will be insulted by anything which is obviously intended for a younger age group. He will be quick to pick up on a patronizing tone, or children in the pictures wearing short trousers.

Tapes and slides can often be used to advantage with slow readers in a class, but the language, in the case of sound, must be monitored for its simplicity. Children with a reading difficulty often also have a fairly restricted vocabulary. For this reason, many of the filmstrips and tape sets on the market will prove to be above some slow readers' heads. Some notable exceptions to this are RAV's Myths and Legends, and 3M's lively history cassettes, Stories from the Middle Ages and Stories of the Greeks.

However good the available audiovisual resources, they cannot replace written material for use in the classroom. Easily readable library resources exist, even if they are not always exactly what a teacher or pupil wants. Macdonald Starters are sometimes useful, though children, strangely, are able to identify them as primary school books. Macdonald have also simplified some of their reference books as Easy Reading Editions, which shows a well-

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"Prehistoric Life", one of the Macdonald Easy Reading Editions.

come awareness of teachers' difficulties. Some reading schemes, like Longman's Reading Routes, form a small library on an amalgam of subjects—the development of radio, tides and dolphins, for example. Similarly, Nelson's Lively Readers cover topics such as earthquakes and volcanoes, canals and the weather. These books can be used for project work, but they hardly stand up for use in a depth study or in continuous course work on a historical or geographical topic.

Teachers of slow readers are at present limited to particular topics in history and geography which are covered more fully than others. The history of Britain and the Middle Ages stands out as the only historical period which is in any way fully approachable to slow readers through written material. Macmillan's History Workshop, which consists of boxes of simple information cards with questions on the back, covers Early Times and The Middle Ages. Evans' series, Knowing British History, is reasonably easy to read, and includes a good variety of work for pupils to do.

The *Piccolo Picture Book of Herdery* is a useful accompaniment to a study of the Middle Ages, and the abridgement R. J. Thurgood's *Looking at History* still holds its own in this field.

Looking further afield to other topics, a teacher usually has to make up a patch of whatever material is available and easy to read. Here, again, some subjects lend themselves more readily than others. To study the Wild West, Oxford University Press offer Graded Readers on Buffalo Bill and Kit Carson, there are a couple of Puffin Explorers by Kenneth Grahame, some Macdonald Starters, and *Red Indian Boy*, from Longman's Reading Routes—about a boy's initiation. Other titles include *Pony and Cowboys* (Scholastic) and *Simsi and the Work*.

Musical rarity

Authentic Music of the American Indian (three records) Everest 3450/3 (electronic stereo) £5.61. The Musical Heritage of America (four records) CMS 660/4L £7.92. Peerless Record, Bercourt House, York Road, Brentford, Middlesex, TW8 0QP.

The music of the North American Indian has remained comparatively unknown to Europeans and many young people whose sole acquaintance with the Indians has been through the Hollywood western may be surprised to discover that these people had any time to make music.

The characteristic ceremonial songs are sung only by men who have been given the right to perform them, or they may be sung by the community at musical gatherings, accompanied usually by several drums, the drum being the principal Indian instrument.

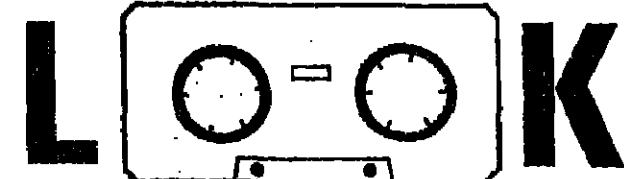
Unfortunately, this record contains no background information and not even a list of contents. The three records of the set are grouped into war dances and honour songs, social songs and folk songs and ceremonial songs and chants.

Even in 1906, someone observed that Indian music "would rather frighten, than delight any man". There is no harmony and the songs are chanted in unison. By European standards, the singing technique is rather curious: the notes are attacked from above, giving an out-of-tune effect; there is an intense vibrato, and the singers often have coarse voices.

A far more successful production is *The Musical Heritage of America, volume 2*, the story of the American Civil War told in words and song by folklorist Tom Glazer. It has the same polish of performance as Volume 1, the same wealth of detail in the accompanying booklet, and the same ring of authority in the spoken introductions. The four-record set contains more than 50 songs, including some slave songs like "Follow the Drinking Gourd" and "No More Mourning", appropriately accompanied by heavy gospel-style piano playing.

There are some old favourites like "John Brown's Body", "The Yellow Rose of Texas" and "Dixie". One or two songs, like "Maryland, My Maryland", are sung in two versions, the original Southern version and the Northern response, using the same tune. Tom Glazer is joined in some of the songs by some other singers.

Colin Evans



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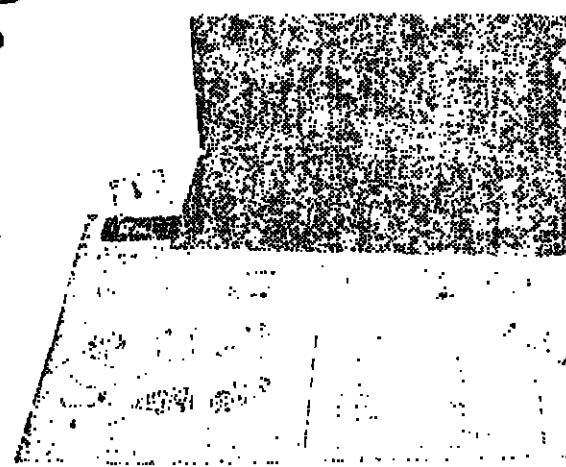
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54 Resources

Greek myths for the very young

by Diana Bird

Living Lessons. Volume 1, Stories of the Greeks. Volume 2, Stories from the Middle Ages. KM United Kingdom Ltd, 3M House, Wigmore Street, London W1A 1ET £7.25 plus VAT each.

First investigations into the need for these learning packages were launched in 1971 and led to the discovery that although most schools had cassette recorders, only about half used them. This was mainly due to a lack of knowledge and a shortage of suitable programmes. The problem of lack of knowledge was partly solved when 3M introduced its *Tape Teacher*.

The following year it was decided that cassettes alone were not sufficient. What was required was a complete learning package, of cassettes, teachers' notes and visual aids. Cooperation with ITC and ILEA resulted in two packages which dealt with medieval history and Greek mythology. These prototypes were submitted to a consultant psychologist and a market researcher who, in turn, held discussions with eight teachers. The latter made various criticisms and in 1973, the stories were replanned completely with the aid of Duncan Taylor, of the BBC. Radio actors and sound effects were used and, in answer to teachers' suggestions, wallcharts and other material were produced.

In 1974, the total package was tried out in London classrooms and so made ready for its ultimate use. Development has thus taken place over four years, and the resulting package was the joint effort of 3M, several outside experts, teachers and children. The manufacturers hope that this extensive research and development will be acceptable to schools.

New titles will be issued at regular intervals. The package sent for review was *Stories of the Greeks*. This consisted of a cassette, teachers' notes, a wallchart and five copies of a pupil's book. On the cassette are recordings of five stories presented in dramatic form and accompanied by music, where appropriate. Each story runs for about six minutes. The pupil's picture book gives one illustration of the first story and two of subsequent stories. All illustrations are brightly coloured and are accompanied by a few printed words describing the action.

The teacher's notes are detailed. They suggest classroom procedures for presenting the package, give a brief synopsis of Greek history, make suggestions for further reading and then deal with the presentation of individual stories. The notes end with the texts of each story as recorded on the cassette. The producers hope that the

notes, picture book and cassette will be used together and that other activities will be designed by the teacher to help the child to listen and understand, and the teacher to develop and improve language.

It is emphasized that a knowledge of Greek history is not essential for the enjoyment of the programme. To young children the stories are simply about people who lived a long time ago. Older children may be able to place the stories in their historical context and learn more about the Greeks or receive an introduction to Greek studies.

The wallchart, which is an enlarged version of the illustration on the inside cover of the pupil's book, can be used as a visual help to the making of models, paintings, collages, etc. For example, the *Wooden Horse of Troy*, the *Minotaur* and sailing vessels. It measures 20in by 28in and is designed to provide the maximum attraction.

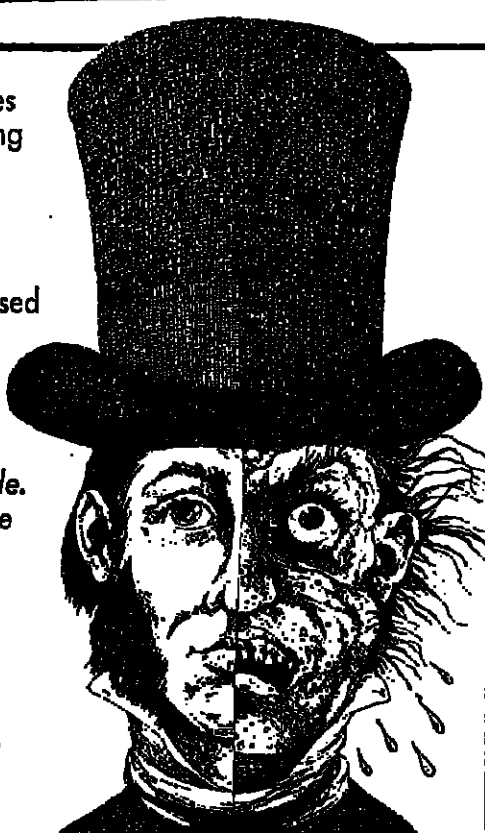
The time spent on research and development and the constant emphasis on a practical approach have resulted in a series of teaching packages which should appeal to teachers and children alike. *The Living Lesson* packs fill a long felt need in primary schools and, as the scope for their extension into other subjects is almost endless, they should be with us for a long time to come.

There are many stories about people inventing drinks which were supposed to do strange things.

One drink was supposed to make someone invisible, another drink is used in a novel called

Dr. Jekyll and Mr. Hyde. In this story a very nice man drinks a drink which turns him into a monster.

Find out who wrote this book.



From "Food and Magic".

Sets of magazines, which look rather like children's comics, are the basis of a new pack by Longmans on food. The *Panda Pack* is designed for use in integrated studies project work in primary and middle schools. It consists of magazines and large worksheets in a six-pouch plastic holder which can be hung up. Each pouch contains six copies of a magazine and cards.

Topics include, "Eating out", "How do we get our food?", "No Food?", "Where do we get our food?", and "Food and Magic". A pack of 36 magazines, 47 cards, a teacher's guide and a chart costs £12.

Longman Group Ltd, Longman House, Burnt Mill, Harlow, Essex CM20 2JE.

Pottery and papier maché

Andrea Clifford

Galt has produced two new time saving kits for junior school children. Newclay is a trade name given to clay reinforced with nylon fibre to achieve a non-brittle result.

The Newclay modelling set is a plastic pot for storing clay, a pack of Newclay and gloss finish which can also be used as an adhesive, and more durable, a wooden modelling tool and wire to use as legs, wings etc, for modelling animals and for decorative purposes. A leaflet with directions and suggestions is also enclosed.

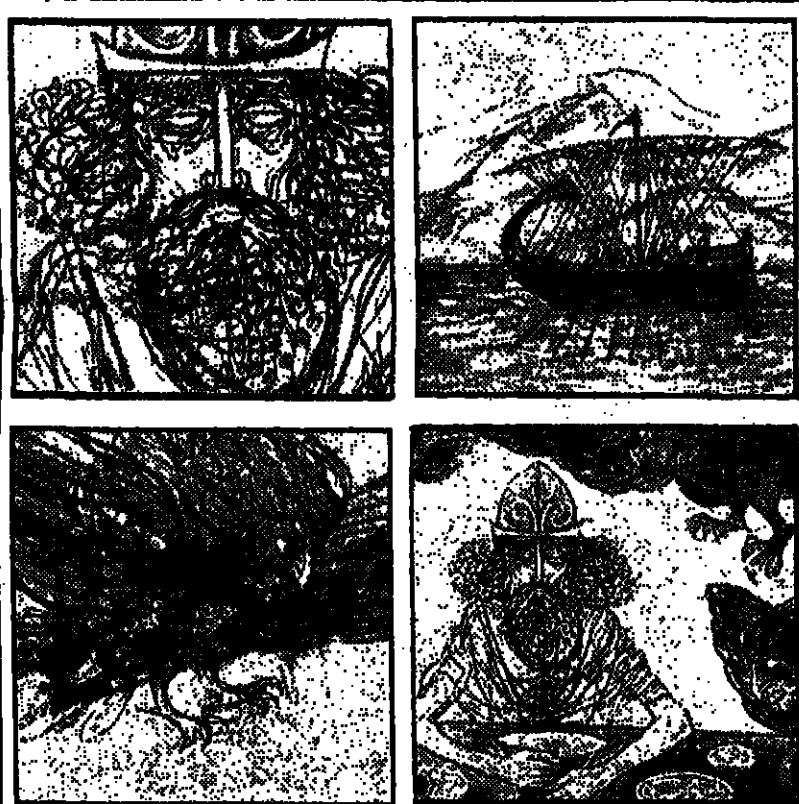
Newclay can be coloured with any type of paint or ink. A set costs £1.65 and is really only sufficient for one child. Teachers may find it more economical to buy Newclay in the 10lb bag at 83p and the hardener in 1lb bags at 76p each.

The ancient craft of papier maché is often abandoned by teachers who balk at the idea of tearing up newspaper into tiny pieces and the unpleasant smell which emerges as the paper soaks up the glue. Galt's instant papier maché consists of a specially compressed substance which disintegrates immediately in water and an adhesive

mixture which gives a modelling material as flexible as clay but much cleaner to use. The new material dries to a hard, strong, white finish, and the finished model can be left in its natural state or painted.

One block and adhesive provide enough papier maché for 10 hand puppet heads and the pack contains four blocks. Once the papier maché has been used it will keep for a short while if kept damp in a polythene bag, and there is no unpleasant odour. Such convenience has to be paid for, and at £1.37 a set, teachers may prefer to boil up newspaper!

An interesting way of encouraging children to note the textures of the world around them is in the creative activity of rubbing. Birt has produced a crayon rubbing set consisting of two gold, two silver, two black, and two white crayons and a helpful leaflet with suggestions of ideas and methods for rubbing. Teachers may feel that the £1.50 is worth buying for the suggestions in this little booklet, but otherwise it is much cheaper to buy the crayons separately in bulk.



From "Myths and Legends in Ancient Greece". Filmstrips published by Unicorn Head Productions Ltd, 38 Warren Street, London W1. These illustrations are from "Jason and the Golden Fleece". Other titles include "King Midas" and "The Labours of Hercules".

Scientific teasers

Projects Technology Briefs. Heinemann/Schools Council. £6.50.

The individual handbooks of the Schools Council Project Technology have already been much commended. Now, on stiff cards in a ring binder, come 77 "briefs" which are intended to be "hints, suggestions, starting points, or stimuli for individual and original projects".

The principles of the project are exemplified. Direct teaching of domestic syllabuses is not intended, though clearly the association of theoretical study with the practical work is both inevitable and desirable. Nevertheless, a prime object is the development of a pupil's capacity to deal with real problems.

To begin with, the problem must be defined—and understood. Planning, design and construction are inescapable stages; while tests and investigation of products can lead to valuable by-products.

All this is illustrated by briefs on topics as diverse as traffic flow, craft, noise, solar telescopes, metal patterns, lapidary work, dyes, electronics, meteorology, background information, details of possible procedures and techniques, suggestions for design and construction of apparatus. If required, pointers to further developments, and reading lists.

P. W. Kellway

Pollution, conservation and evolution

Social Studies. By Charles Brady. Evolution of Man. Human Populations and Resources. Environmental Pollution and Conservation. Man as a Social Animal. Social and Cultural Evolution. Set of 24 slides with 24 soundtracks. £10.00. Audio Visual Productions, 15 Temple Sheen Road, London SW14 7PY.

The Evolution of Man illustrates various aspects of that subject, such as some varieties of man and other primates, together with pictures of artefacts of early man. *Human Populations and Resources* includes examples of the classical ways in which population growth is checked. Other slides show how food production has been increased, while some show diagrammatically factors to be taken into account when considering the relationship of population to resources.

Environmental Pollution and Conservation illustrates examples of severe pollution, such as the des-

truction of trees, the dust bowl in the United States and dumping poisonous wastes. Conservation is not neglected and illustrations are given to show how the environment can be improved. These very from cleaning public buildings, carried out as a result of the Clean Air Act, to tree planting to screen an industrial estate. *Pollution and Conservation* is a short set, but an important one as it provides a means of identifying key organisms which act as block indicators of water and of air pollution.

Man as a Social Animal suggests several aspects of human behaviour which are as least analogous to the behaviour of other animals. Examples include territoriality, hierarchy, ritualization, aggression and courtship. The development of the modern city and its effect on the distribution of man is considered. *The Link between Social and Cultural* suggests how man's material and cultural activities separate him from his nearest biological relatives—man is seen as a toolmaker, as a learner of language, a law maker,

an agriculturalist, a technologist and an artist.

The standard of photography is in general good. Some of the designed diagrams will be particularly valuable and are separately available as overhead projector transparencies. Unfortunately the notes supplied are too short. Because the material is new, it is important to suggest contexts in which it could be placed and used. It is to be hoped that, when revised, the notes can be lengthened to include this together with a short annotated bibliography. As a result, some sets present a more coherent picture than others. A few slides need more detailed information, such as the one illustrating a human chromosome pattern and that of the miocene ape.

These slide sets cover a curriculum on which there is little available material. They should be valuable in a wide variety of courses in both schools and colleges.

John Barker

Solar energy

As a positive contribution to current thinking on the use of solar energy, Portsmouth Polytechnic have just produced a film which examines the potential use of this sort of energy in houses.

The House and the Sun was shot in the past year in England and the South of France and shows different approaches to the use of solar energy.

Further information from Christopher Warren, Film Department of Portsmouth Polytechnic, Fine Arts, Portsmouth PO1 3HF, Lion Terrace, Portsmouth PO1 3HF.

The British Standard for percussion instruments, first published in 1962, has now been revised. BS 3499, now known as BS 3499-1, School Music Equipment, now gives dimensions in metric units. Descriptions of all the instruments are given and have been extended to specify both written and sounded notes, and drawings have been added.

Details from BSI Sales Department, 101 Pentonville Road, London N1 9ND. £3.50, including postage.

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Application forms for the post of HEAD TEACHER of this first school, for children up to the age of nine plus. Modern building; present staff 24.
Group 2 Head Teacher salary £10,000.
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Closing date: July 25.

Primary Education

Headships

BEDFORDSHIRE
EDUCATION SERVICE
WENLOCK VOLUNTARY AIDED (V.O.A.) JUNIOR SCHOOL
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Other Appointments

ATON COUNTY
MILFORD NURSERY SCHOOL
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VALLIS VALLIS DIVISION
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Metropolitan Borough of Stockport

EDUCATION DIVISION

NURSERY

REVISED ADVERTISEMENT

OFFERTON HALL NURSERY SCHOOL

HALF MOON LANE, STOCKPORT

HEADTEACHER

GROUP 2 (REF. No. 2/TES)

Applications are invited from suitably qualified and experienced teachers. The school is purpose-built for 60 pupils and is expected to open in the Spring Term 1976.

PRIMARY

1. JUNIOR SCHOOL

TROUTBURY ROAD, GATLEY, CHESHIRE

HEADTEACHER

GROUP 5 (REF. No. 1/TES)

Applications are invited from suitably qualified and experienced teachers. The school is pleasantly situated and offers a wide range of extra curricular activities.

Required as soon as possible

ASHWOOD PRIMARY SCHOOL, GARNERS LANE

ASHWOOD, STOCKPORT

SENIOR INFANT TEACHER

SCALE 1 (REF. No. 100/TES)

Teacher of wide experience who will (a) have responsibility for the Infant Department (b) help to form a close liaison with the Junior Department and (c) be responsible for all infant extra curricular activities.

BROOKFIELD JUNIOR SCHOOL

COUNCIL LANE, CHADDS

TEACHER FOR ART AND CRAFT

SCALE 2 (REF. No. 97/TES)

Applications are invited from experienced teachers with an interest in Art and Craft.

ETCHILLS PRIMARY SCHOOL

EAST AVENUE, FINNEY LANE, HEALD GREEN

DEPUTY HEADMASTER

GROUP 5 (REF. No. 98/TES)

Required an experienced and capable teacher and organiser, able to include responsibility for Boys' Games and Sports, and to ensure a high standard of achievement.

SECONDARY

AVONDALE SCHOOL

ST. LEONARD ROAD, EDGELEY, STOCKPORT

TEACHER FOR ENGLISH

SCALE 1 (REF. No. 91/TES)

Applicant should have subsidiary subjects. It would be helpful if some Religious Education could be offered.

DAVENPORT SCHOOL

HIGHFIELD CLOSE BUILDINGS

PRIVATLAND AVENUE, DAVENPORT, STOCKPORT

TEACHER FOR SCIENCE

SCALE 1 (REF. No. 92/TES)

Applicants should have qualifications in Biology. Work is available to fill form level (and shortly beyond) but at first most of the teaching would be in the lower school.

HAZEL GROVE HIGH SCHOOL

JACKSONS LANE, HAZEL GROVE, STOCKPORT

TEACHER FOR RELIGIOUS EDUCATION

SCALE 1 (REF. No. 93/TES)

To take classes in Year 1 and 2 and to contribute strongly to the work of the Senior Moral and Personal Education teams in Years 3 and the Upper School.

MAPLE HALL SCHOOL

HILL TOP DRIVE, MARPLE, STOCKPORT

PHYSICS AND MATHEMATICS

SCALE 1 (REF. No. 94/TES)

A qualified teacher to assist in the work of the Mathematics and Science Faculty. The successful candidate would be expected to teach some Physics in the 3rd year and above and to help in teaching Mathematics at an appropriate level.

PART-TIME TEACHER FOR HOME ECONOMICS

REF. No. 95/TES

Part-time teacher (up to half-time) to assist with both Home Economics and Domestic Science. The successful candidate will be expected to teach some Home Economics in the 3rd year and above and to help in teaching Domestic Science at an appropriate level.

MAPLE HILL HIGH SCHOOL

HILBERT LANE, MARPLE, STOCKPORT

TEACHER FOR FACULTY OF SPECIAL EDUCATION

SCALE 1 (REF. No. 96/TES)

To work with older children with learning difficulties, mainly in the area of literacy, but also to offer literacy to other children. There are three other specialist teachers in the department which caters for small withdrawal groups from all years.

WILKINS ROAD, MARPLE, STOCKPORT

TEACHER FOR FACULTY OF SPECIAL EDUCATION

SCALE 1 (REF. No. 97/TES)

To work with older children with learning difficulties, mainly in the area of literacy, but also to offer literacy to other children. There are three other specialist teachers in the department which caters for small withdrawal groups from all years.

WILKINS ROAD, MARPLE, STOCKPORT

TEACHER FOR FACULTY OF SPECIAL EDUCATION

SCALE 1 (REF. No. 98/TES)

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PRIMARY

Scale 1 Posts

continued

OXFORDSHIRE

COUNCIL

EDUCATION DIVISION

PHILIPPS PRIMARY SCHOOL

PHILIPPS, OXFORD

HEADTEACHER

GROUP 2 (REF. No. 2/TES)

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Required for September 1975, if possible:

SECONDARY

Elled High School, Buckley

(11-18, 1200 pupils)

Head—R. N. Lloyd, M.A.

MASTER/MISTRESS to teach

GERMAN

with some FRENCH.

German and French are both taught as either three-year or five-year courses for first examination levels, and in the Sixth Form. The teacher appointed would teach German throughout the age and ability range and French to junior forms, as well as assisting with the school's C.S.E. Mode III course in European Studies.

There is a suite of fully-equipped language rooms centred on a 32 booth language laboratory. Full use is made of Audio-visual and Audio-lingual courses.

Closing date 11th July.

Gastall Alun High School, Hope, Wrexham

Group 10

Head—D. Geraint Williams, B.A.

The school, based in a semi-rural area, centrally situated, is a developing 7 F.E. through 11-18 comprehensive.

The school, already well established and having a tradition of progressive education and strongly developed community links, is housed in new purpose-built, well equipped buildings containing facilities for flexible teaching situations, a resource

GLWYD

County Council

North Wales

TEACHING VACANCIES

PRIMARY SCHOOLS

Thornham, St. John's C.E. Primary School (5-11)

Thornham Lane, Slattocks, Middleton, M24 2SB (Tel. 643 4887)

Part-time teacher (six sessions per week) with infant experience.

MIDDLE AND SECONDARY SCHOOLS

Howarth Cross Middle School (10-13)

Albert Road, Rochdale, OL16 2SU (Tel. Rochdale 31878)

Teacher for second and third year Humanities, Scale 1.

Shawfield, Nordon Community Middle School (10-13)

Shawfield Lane, Nordon, Rochdale OL12 7RQ (Tel. Rochdale 58362)

Required for September: A General Subject Tutor (please state specialism). Scale 1. Applications from students seeking first appointment welcome. Please apply by letter to the Head Teacher giving details of experience and training together with the names of two referees, as soon as possible.

Balderstone Community School (13-18)

Queen Victoria Street, Rochdale, OL11 2HF (Tel. Rochdale 49049)

Religious Education Teacher

Scale 1. Please state other subject(s). Applications from students seeking first appointment welcome. Please apply by letter to the Head Teacher giving details of experience and training together with the names of two referees, as soon as possible.

Bishop Henshaw Memorial R.C. School (14-18)

Shaw Road, Rochdale, OL16 4RX (Tel. Rochdale 47791)

English Teacher

Scale 1. Courses up to CSE and O level for suitable candidates. Applications from students seeking first appointments welcome.

centre and a community sports and recreation centre.

MODERN LANGUAGES

Scale 1

Graduate to teach French throughout the school and to share in the teaching of C.S.E. Mode III European Studies course. This post is suitable for a newly qualified teacher.

Apply immediately.

Applications for Secondary posts should be made by letter to the Heads of the respective schools, giving full details of qualifications and experience, and names and addresses of three referees.

PRIMARY

Yagol Min-y-Ddol, Cefn Mawr

(130 o diwyllion)

1. Ailho plant iau i gymdrol chwaraeon bachym. Gallu cororol yn fentais. Swydd Gradd 2.

2. Ailho i fabannod. Gallu carddrol yn fentais.

Wrexham, Gwenfro Junior C.P. (350 pupils)

Assistant to teach Welsh throughout the school. Also to assist with Boys' Games. Scale 1 plus E.P.A. allowance.

Application forms for Primary posts are available in Welsh or English from the undersigned to whom they should be returned by 11th July.

JOHN HOWARD DAVIES, Director of Education.

Shire Hall, Mold.

Science

Scale 1 Posts

BRADFORD (City of)

METROPOLITAN COUNCIL

EDUCATION DIVISION

Other than by Subject Classification

Other Posts on Scale 2 and above

NORTHAMPTONSHIRE

EDUCATION DEPARTMENT

Other Posts on Scale 2 and above

Scale 1 Posts

HARROW

EDUCATION COMMITTEE

Other Posts on Scale 2 and above

Scale 1 Posts

HARROW

EDUCATION COMMITTEE

Other Posts on Scale 2 and above

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BRADFORD (City of)

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EDUCATION DIVISION

Other than by Subject Classification

Other Posts on Scale 2 and above

Other Posts on Scale 2 and above

NORTHAMPTONSHIRE

EDUCATION DEPARTMENT

Other Posts on Scale 2 and above

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Scale 1 Posts

BRADFORD (City of)

METROPOLITAN COUNCIL

EDUCATION DIVISION

Other than by Subject Classification

Other Posts on Scale 2 and above

Other Posts on Scale 2 and above

Teaching vacancies September, 1975 unless otherwise stated

Secondary

ATHERTON HESKETH FLETCHER C.E. SECONDARY SCHOOL
Hamilton Street, Atherton, Manchester (870 Mixed)
GRADE 10

SECOND DEPUTY HEAD

Required in this C.E. Aided School due to become a 11-16 comprehensive in August, 1976.
HINDLEY CARDINAL NEWMAN R.C. HIGH SCHOOL
Darby Lane, Hindley (11-16 Comprehensive, Grade 10)

BIOLOGY or GENERAL SCIENCE

(New Laboratories)
Scale 1 or Scale 2 according to qualifications and experience.
HINDLEY COUNTY SECONDARY SCHOOL
Morrington Road, Hindley
1,270 Mixed. Modern building.
SCALE 1

HISTORY

State subsidiary subject.
Applications obtainable from and returnable to the Head teachers of the above schools as soon as possible.

Metropolitan Borough of **WIGAN**

NORFOLK COUNTY COUNCIL
Education Department

The Education Service in Norfolk is administered through five Area Offices.
Applications are invited for posts in these areas as set out below.

Unless otherwise stated, all appointments are for September 1975 and application forms and further details (where applicable) are obtained by sending a stamped, addressed foolscap envelope to the Head of the School concerned, to whom completed forms should be returned as soon as possible.
Removal expenses are paid in accordance with the Authority's scheme.

SOUTHERN AREA

EAST DEREHAM BOYS' SECONDARY SCHOOL
Northgate, East Dereham, Norfolk
Head Teacher: Mr. L. W. Fleet
No. on Roll: 660
Two Scale 1 posts to cover the following subjects: **ENGLISH and HISTORY**.

LONG STRATTON SECONDARY SCHOOL
Manor Road, Long Stratton, Norwich NR15 2ER
Head Teacher: Mr. R. Davy, B.A.
No. on Roll: 450
Scale 1 ASSISTANT TEACHER for **ENGLISH**.

WATTON COUNTY SECONDARY SCHOOL
Morton Road, Watton, Thetford, Norfolk
Head Teacher: Mr. J. W. Voller
No. on Roll: 650
Scale 1 ASSISTANT TEACHER for **ENGLISH**.

EASTERN AREA

ACLE SECONDARY SCHOOL
South Walsham Road, Acle, Norfolk NR13 3ER
Headmaster: Mr. D. Phillips
No. on Roll: 420
Scale 1 TEACHER of **ENGLISH and GENERAL SUBJECTS** required for September 1975, if possible.

CLIFF PARK SECONDARY SCHOOL
Kennedy Avenue, Gorleston, Great Yarmouth NR31 6TA
Headmaster: Mr. R. A. Stock, M.A.
No. on Roll: 477
Scale 1 TEACHER of **FRENCH** required to teach to C.S.E. level throughout the school. Some help with First Year English desirable. Apply in first instance to Headmaster by letter giving brief details of experience, etc., and names and addresses of two referees.

Metropolitan Borough of **WIRRAL**
EDUCATION APPOINTMENTS

Posts are for September 1975, unless otherwise stated. On receipt of a s.a.s. application forms are obtainable from and returnable to the Headmaster/Headmistress at the school concerned.

SCALE 1 & ABOVE

Wirral Grammar School
Cross Lane, Bebington, Wirral
Boys, 984 on roll

ENGLISH TEACHER

Required for teaching throughout the school, with particular emphasis on Drama. We are looking for someone able and willing to produce school plays.
Application forms to be returned as soon as possible.

Hestley High School for Girls
Woodchurch Road, Birkenhead, Merseyside

BIOLOGY TEACHER

Part-time applicant considered

TYPEWRITING TEACHER

(Part-time)

Applications by letter or telephone direct to the Headmistress of the school. Telephone 051-652 8781/2.

St. Mary's R.C. College
Wallasey Village, Wallasey
Mixed Comprehensive 1,130 on roll (130 Sixth Form)
Re-advertisement. Previous applicants will be considered.

I/C TECHNICAL DRAWING TEACHER

Scale 2

ENGLISH TEACHER

Apply by letter quoting two referees to the Headmaster at the above address. Further details available. Telephone 051-639 7631.

Metropolitan Borough of **Mid Glamorgan**
COUNTY COUNCIL

LECTURING/TEACHING STAFF

CYNON VALLEY DISTRICT

COMPREHENSIVE SCHOOL

MOUNTAIN AISH
(Social Priority Allowance Payable)
Teacher qualified to teach SCIENCE, to assist with the teaching of General Science to 'O' and C.S.E. levels. A willingness to participate in a Science project with a school leavers' group would be advantageous. Scale 1.

SECONDARY SCHOOL

Y GADLYN, Aberdare
Teacher qualified to teach METALWORK, Scale 1.
Application forms, to be returned by 18th July, 1975, obtainable on receipt of a stamped addressed foolscap envelope, from the Education Officer, District Education Office, Old Boys' Grammar School, Aberdare.

TECHNICAL COLLEGE

MERTHYR TYDFIL
1. Lecturer in ENGINEERING and MINING SUBJECTS. Applicants should possess H.N.C. or an equivalent qualification and have practical knowledge of modern coal mining methods and legislation. Possession of a Teaching Certificate and ability to take a range of basic Engineering Subjects will be an advantage.
2. Lecturer in GENERAL SUBJECTS and COMMUNICATIONS to teach General Subjects to Craft and Technician Courses and Communications to a variety of courses in the Department of Business and General Subjects. Applicants should possess qualifications in English and a genuine interest in Liberal Education. Experience in industry or commerce and teaching training are desirable.
Salary (under review): £1,865 x £126 (14) - £3,633. Additional increments payable within the scale for approved industrial experience.
Application forms, to be returned by 18th July, 1975, obtainable on receipt of a stamped addressed foolscap envelope, from the District Education Officer, District Education Office, Pontnewydd, Merthyr Tydfil.

COMPREHENSIVE SCHOOL

YNYSAWORE, Tandu, Bridgend
1. Teacher qualified to teach ENGLISH to C.S.E. level. An interest in integrated studies would be an advantage. Scale 1.
2. Teacher qualified to teach WORKSHOP PRACTICE throughout the school up to C.S.E. level. Scale 1.
3. Qualified teacher who has successfully pursued a one-year course in the teaching of Handicapped Children to assist in the teaching of REMEDIAL Children. Applications from experienced, qualified teachers without the additional qualifications will be considered for a temporary appointment, but such a teacher may not be employed for more than one year unless he/she undertakes to attend such a course. Scale 1.
4. Teacher qualified to teach SCIENCE in the Middle and Senior Schools. An interest in Nurture Science would be an advantage. Scale 1.
5. Teacher qualified to join an existing team teaching Social Studies and Civics to Mode 3 C.S.E. level. Applicants should have an interest in integrated studies. Scale 1.
Application forms, to be returned by 18th July, 1975, obtainable on receipt of a stamped addressed foolscap envelope, from the District Education Officer, District Education Office, Sumpston, Bridgend.

COLLEGE OF FURTHER EDUCATION

RHONDDA, Llynwylfa, Tanybwlch
TEMPORARY POST FOR ONE YEAR FROM SEPTEMBER 1975
Teacher qualified to teach ART, CRAFT and DESIGN, and to assist with the teaching of English and General Studies. Teaching experience, preferably in further education, would be an advantage.
Salary (under review): Lecturer, Grade 1, £1,865 x £126 (14) - £3,633. Additional increments are payable within the scale for approved industrial experience.

COMPREHENSIVE SCHOOL

FERNDALE
(Social Priority Allowance Payable)
1. Graduate or teacher qualified to teach MUSIC. Applicants should state their subsidiary subjects. Scale 1.
2. Teacher, preferably a Graduate, qualified to teach FRENCH. Applicants should state their subsidiary subjects. Scale 1.
3. Head of Middle School, Scale 4.
4. Head of Year, Scale 3.
5. Second-in-Charge of Mathematics Department, Scale 3.
Social Priority Allowance £201 or £278.
Previous applicants for these posts will be re-considered and further application is not required.

SARAH BONNELL SCHOOL
Deanery Road, London E15 4LP (858 girls on roll)
The School is situated near Stratford Station (Main Line and Central Line) and several bus routes are within easy reach of the school.
Headmistress, Miss S. E. Raison, B.A.
Applications are invited for the following posts. Scale 1 or 2 depending on qualifications and experience.
Required September, 1975:
1. Head of English Department, Scale 4.
2. Second-in-Charge of English Department, Scale 3.
3. Head of Middle School, Scale 4.
4. Head of Year, Scale 3.
5. Second-in-Charge of Mathematics Department, Scale 3.
Social Priority Allowance £201 or £278.
Previous applicants for these posts will be re-considered and further application is not required.

RYHMNEY VALLEY DISTRICT
1. Head of English Department, Scale 4.
2. Second-in-Charge of English Department, Scale 3.
3. Head of Middle School, Scale 4.
4. Head of Year, Scale 3.
5. Second-in-Charge of Mathematics Department, Scale 3.
Social Priority Allowance £201 or £278.
Previous applicants for these posts will be re-considered and further application is not required.

TAFF BLY DISTRICT
1. Head of English Department, Scale 4.
2. Second-in-Charge of English Department, Scale 3.
3. Head of Middle School, Scale 4.
4. Head of Year, Scale 3.
5. Second-in-Charge of Mathematics Department, Scale 3.
Social Priority Allowance £201 or £278.
Previous applicants for these posts will be re-considered and further application is not required.

COEDYLAN, Pontypridd
1. Teacher qualified to teach MUSIC in the lower school, Scale 1.
2. Teacher qualified to teach ART in the lower and middle schools. Scale 1.
3. Teacher qualified to teach FRENCH in the lower and middle schools. Scale 1.
4. Teacher qualified to teach ENGLISH in the lower and middle schools. Scale 1.
5. Teacher qualified to teach SCIENCE in the lower and middle schools. Scale 1.
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334. Teacher qualified to teach PSYCHOLOGY in the lower and middle

secondary opportunities with Nottinghamshire

DEPUTY HEADSHIPS

COTTESMORE COMPREHENSIVE
Derby Road, Lenton,
Nottingham NG7 1QH
Headmaster:

S. H. Heathcote, M.A.
Mixed: 1,050 (11-16)
**SENIOR MASTER/
MISTRESS (Group 10)**

Applicants should be willing to supervise generally in dealing with the pastoral care, welfare and discipline of the pupils in the Lower School.

He/she will be responsible for housing with the contributory primary schools and with the parents of first and second year children.
The school has recently been designated as one of Social Priority.

HEADS OF DEPARTMENT

**BECKET R.C. (AIDED)
COMPREHENSIVE**
Ruddington Lane, Willford, Nottm.

Headmaster: T. Dillon, B.A.
Mixed: 979 (Sixth Form 100)
HISTORY—SCALE 3

**MARGARET GLEN-BOTT
COMPREHENSIVE**
Sutton Passes Crescent,
Wollaton Park, Nottm. NG8 1EA

Headmaster:
R. C. Peake, B.Sc., J.P.
Mixed: 800 (11-16)
MUSIC—SCALE 3

MUNDELL GRAMMAR
Collygate Road, Meadows,
Nottm. NG2 2EL

Headmaster: J. Hodnett, M.A.
Mixed: 645 (11-18)
**RELIGIOUS EDUCATION—
SCALE 3**

ORDSALL HALL SECONDARY
Ordsall Road, Retford,
Notts. DN22 7PL

Headmaster: W. O. Howells, B.A.
Mixed: 850 (rising to 750)
FRENCH—SCALE 3

**TRINITY R.C. (AIDED)
COMPREHENSIVE**
Headmaster: A. Murphy, B.A.
Mixed: 980 (11-18)

(1) REMEDIAL DEPARTMENT—SCALE 3
(2) MASTER as HEAD OF THE BOYS' CRAFT DEPARTMENT—SCALE 3

(Woodwork, Metalwork and Technical Drawing)

This is a new Comprehensive School (formerly Loretto Grammar and Bishop Dunn Secondary Schools)
Applications (no forms) to the Headmaster, c/o Loretto Grammar School, Beechdale Road, Aspley, Nottingham, as soon as possible.

SCALE 2 & ABOVE

ARNOLD HILL COMPREHENSIVE
Gedling Road, Arnold,
Nottm. NG5 8NZ

Headmaster:
E. M. Spelman, M.A., B.Sc.
Mixed: 1,585 (including 135 in Sixth Form) (11-18)
COMMERCE—SCALE 2

THE DUKERIES COMPREHENSIVE

New Ollerton, Newark,
Notts. NG22 9TD
Headmaster:

J. I. West, M.A., C.B.E.
Mixed: 1,730 (11-18)
(1) MATHEMATICS—SCALE 4
(2) MATHEMATICS—SCALE 2
(3) ECONOMICS—SCALE 2

Social Priority Allowance payable.

PLAYER COMPREHENSIVE
Deanwood Crescent,
Beechdale Road, Bilborough,
Nottm. NG8 3DH

Headmaster: D. T. Dowell, M.A.
Mixed: 1,000 (11-16)

For January or earlier if possible teachers for special unit, Scale 3 and 2. Two teachers, one man and one woman, are required to join the special unit in specially provided accommodation on the campus which makes provision for pupils from the school who find it difficult to cope in the formal class room situation. Social Priority Allowance payable. Applicants should have an understanding of the problems associated with such children and should have the initiative to cope with this difficult but rewarding work.

RAVENSDALE SECONDARY
Ravensdale, Mansfield,
Notts. NG18 2DR

Headmaster: H. G. Tychler, B.A.
Mixed: 530 (11-16)
ART/CRFT—SCALE 2
With English, History, Geography or Mathematics as a subsidiary subject.
This school will become a Middle School in September, 1976.

SCALE 1

ANNIE HOLGATE SECONDARY
Nabbs Lane, Walsall Road,
Hucknall, Nottm. NG15 6BH

Headmaster: R. Robinson
Mixed: 600 (11-18)
ART/CRFT

For one year only.
ARNOLD HILL COMPREHENSIVE
Gedling Road, Arnold,
Nottm. NG5 8NZ

Headmaster:
E. M. Spelman, M.A., B.Sc.
Mixed: 1,585 (including 135 in Sixth Form) (11-18)

ENGLISH
To teach subject to C.S.E./G.C.E. 'O' level in a well established, lively Department.

**BECKET R.C. (AIDED)
COMPREHENSIVE**
Ruddington Lane, Willford,
Nottingham

Headmaster: T. Dillon, B.A.
Mixed: 979 (Sixth Form 100)
(1) MATHEMATICS

(2) MUSIC
Excellent new facilities. Examination courses well established.

**JOSEPH WHITAKER
COMPREHENSIVE**
Warsop Lane, Rainton,
Notts. NG21 0AG

Headmaster: R. Brooke, B.A.
Mixed: 1,550 (11-18)
(1) FRENCH

(2) HISTORY
(3) RELIGIOUS EDUCATION
(4) ENGLISH
(5) SPANISH

Social Priority Allowance payable.

**COLLINGHAM WOODHILL
SECONDARY**
Woodhill Road, North Collingham,
Newark, Notts. NG23 7NR

Headmaster: A. Fisher
Mixed: 170 (11-18)
WOODWORK

COTTESMORE COMPREHENSIVE

Derby Road, Lenton,
Nottm. NG7 1QH
Headmaster:

S. H. Heathcote, M.A.
Mixed: 1,030 (11-16)
(1) MUSIC
(2) RELIGIOUS EDUCATION

Please state other subjects.
Social Priority Allowance payable.

CUMBERLANDS SECONDARY
Townroe Drive, Mansfield,
Notts. NG19 6JN

Headmaster: E. B. Horon
Mixed: 930 (11-18)
HUMANITIES (2 posts)

With English, Art and History as a combination.

THE DUKERIES COMPREHENSIVE
New Ollerton, Newark,
Notts. NG22 9TD

Headmaster:
J. I. West, M.A., C.B.E.
Mixed: 1,730 (11-18)
(1) FRENCH
(2) MUSIC
(3) RELIGIOUS EDUCATION

Social Priority Allowance payable.

EASTWOOD COMPREHENSIVE
Mansfield Road, Eastwood,
Nottm. NG16 3EA

Headmaster: B. R. Groome, B.A.
Mixed: 1,360 (11-18) (Sixth Form 70)
FRENCH/GERMAN

FAIRHAM COMPREHENSIVE
Friarborough Road, Clifton,
Nottm. NG11 9AE

Headmaster: R. J. Thom, M.A.
Mixed: 1,700 (Sixth Form 90)
MATHEMATICS

GREENWOOD DALE COMPREHENSIVE
Shelton Boulevard,
Nottm. NG2 4GL

Headmaster: F. J. Parham, B.Sc.
Mixed: 900 (11-18)
(1) ENGLISH—SCALE 1 or 2
(2) MATHEMATICS—SCALE 1 or 2
(3) ENGLISH and GENERAL SUBJECTS

THE GROVE COMPREHENSIVE
New Balderton, Newark,
Notts. NG24 3AL

Headmaster: C. N. Bates, B.A.
Mixed: 1,100 (11-18)
MISTRESS FOR HOUSE-CRAFT

Excellent new facilities. Examination courses well established.

JOSEPH WHITAKER COMPREHENSIVE
Warsop Lane, Rainton,
Notts. NG21 0AG

Headmaster: R. Brooke, B.A.
Mixed: 1,550 (11-18)
(1) FRENCH

(2) HISTORY
(3) RELIGIOUS EDUCATION
(4) ENGLISH
(5) SPANISH

Social Priority Allowance payable.

COLLINGHAM WOODHILL SECONDARY
Woodhill Road, North Collingham,
Newark, Notts. NG23 7NR

Headmaster: A. Fisher
Mixed: 170 (11-18)
WOODWORK

COMMERCE—SCALE 2

WOODWORK

LILLEY AND STONE GIRLS' HIGH (VOLUNTARY CONTROLLED)

London Road, Newark,
Notts. NG24 1TT
Headmistress:

Miss M. L. Henson, M.A.
Girls: 682 (11-18)
ART AND CRAFTS—SCALE 1 or 2
To share the teaching of Art and Crafts throughout the school to C.S.E. and 'O' and 'A' level. Scale 2 post for a well-qualified and experienced candidate. The school has well equipped Art and Craft Rooms.

MAGNUS GRAMMAR
Earp Avenue, Newark,
Notts. NG24 4AB

Headmaster: Dr. N. Clayton, B.A.
Boys: 570 (11-18)
MATHEMATICS

To teach the subject up to and including G.C.E. 'O' level. The initial requirement is for middle and junior forms but there are prospects for further responsibility for both C.S.E. and G.C.E. work. An integrated traditional and modern course is followed. Please state qualifications and interests.

MANVERS PIERREPONT COMPREHENSIVE
Carlton Road, Nottm. NG3 2NR

Headmaster:
J. Hollingworth, B.Sc.
Mixed: 900 (11-18)
(1) MATHEMATICS—(2 posts)
(2) GERMAN
(3) MUSIC WITH BOYS' GAMES
(4) ENGLISH

THE MATTHEW HOLLAND COMPREHENSIVE
Selsdon, Nottm. NG16 6BW

Headmaster: H. Bailey
Mixed: 950 (11-18)
MISTRESS FOR PHYSICAL EDUCATION

To be second in the girls' section of the P.E. Department. A special interest in modern educational gymnastics and dance with ability to teach netball is required. There are good indoor facilities including a modern Sports Hall.

NEWARK C.E. (CONTROLLED) SECONDARY
Barby Road, Newark,
Notts. NG24 1RR

Headmaster: J. R. Gold
Mixed: 700 (11-16)
FRENCH

NORTH BORDER COMPREHENSIVE
Whitehouse Road, Bircotes,
Doncaster, Yorks.

Headmaster:
A. A. Haslam, B.Sc., Ph.D., F.R.A.S.
Mixed: 700 (11-18)
(1) MUSIC
(2) FRENCH

PLAYER COMPREHENSIVE
Deanwood Crescent,
Beechdale Road, Bilborough,
Nottm. NG8 3DH

Headmaster: D. T. Dowell, M.A.
Mixed: 1,000 (11-18)
(1) NEEDLEWORK
(2) REMEDIAL MATHEMATICS
(3) MATHEMATICS

Social Priority Allowance payable.

WILLIAM SHARP COMPREHENSIVE
Bramhall Road, Bilborough,
Nottm. NG8 4HY

Headmaster: P. Heywood, M.A.
Mixed: 650 (11-16)
MATHEMATICS

Applications (no forms) to the Headmaster, c/o Loretto Grammar School, Beechdale Road, Aspley, Nottingham, as soon as possible.

TRINITY R.C. (AIDED) COMPREHENSIVE
Headmaster: A. Murphy, B.A.
Mixed: 980 (11-18)
(1) ENGLISH
(2) GEOGRAPHY

This is a new Comprehensive School (formerly Loretto Grammar and Bishop Dunn Secondary Schools).

TOOT HILL COMPREHENSIVE
The Banks, Bingham,
Nottm. NG13 8BL

Headmaster: R. Hopwood, B.A.
Mixed: 1,500 (Sixth Form 90)
REMEDIAL/HUMANITIES

TRINITY R.C. (AIDED) COMPREHENSIVE
Headmaster: A. Murphy, B.A.
Mixed: 980 (11-18)
(1) ENGLISH
(2) GEOGRAPHY

This is a new Comprehensive School (formerly Loretto Grammar and Bishop Dunn Secondary Schools).

TOOT HILL COMPREHENSIVE
The Banks, Bingham,
Nottm. NG13 8BL

Headmaster: R. Hopwood, B.A.
Mixed: 1,500 (Sixth Form 90)
REMEDIAL/HUMANITIES

PORTLAND COMPREHENSIVE

Sparken Hill, Worksop, Notts.
Headmaster: J. C. Garlon, B.A.
Mixed: 1,170 (11-18)
FRENCH with some German

QUARRYDALE COMPREHENSIVE
Stoneyford Road,
Sutton in Ashfield,
Notts. NG17 2DU

(1) MATHEMATICS
(2) FRENCH

REDHILL COMPREHENSIVE
Radhill Road, Arnold,
Nottm. NG5 9GX

Headmaster:
W. C. Evans, J.P., B.Sc., Dip.Ed., F.R.G.S.
Mixed: 1,100
REMEDIAL

To assist in existing Tutorial Department

SIR FREDERICK MILNER SECONDARY
Pannington Walk, Retford,
Notts. DN22 6LT

Headmaster: N. Turner, B.A.
Boys: 530 (11-18)
MASTER FOR METAL-WORK/WOODWORK

The teacher appointed will be one of a team of six in the Department, and will be responsible for his own room.

ST. BERNADETTE'S R.C. (AIDED) COMPREHENSIVE
Sneinton Dale, Nottm. NG3 7DN

Headmaster: J. V. Grealy, B.A.
Mixed: 450 (11-16)
(1) GENERAL SUBJECTS (HISTORY/GEOGRAPHY)
(2) MUSIC

ST. JOHN'S C. OF E. (AIDED) SECONDARY
St. John's Street, Mansfield,
Notts. NG18 10J

Headmaster: G. Cresswell
Mixed: 330 (11-16)
ENGLISH

This school will become a Middle School in September, 1976.

TOOT HILL COMPREHENSIVE
The Banks, Bingham,
Nottm. NG13 8BL

Headmaster: R. Hopwood, B.A.
Mixed: 1,500 (Sixth Form 90)
REMEDIAL/HUMANITIES

TRINITY R.C. (AIDED) COMPREHENSIVE
Headmaster: A. Murphy, B.A.
Mixed: 980 (11-18)
(1) ENGLISH
(2) GEOGRAPHY

This is a new Comprehensive School (formerly Loretto Grammar and Bishop Dunn Secondary Schools).

TOOT HILL COMPREHENSIVE
The Banks, Bingham,
Nottm. NG13 8BL

Headmaster: R. Hopwood, B.A.
Mixed: 1,500 (Sixth Form 90)
REMEDIAL/HUMANITIES

TRINITY R.C. (AIDED) COMPREHENSIVE
Headmaster: A. Murphy, B.A.
Mixed: 980 (11-18)
(1) ENGLISH
(2) GEOGRAPHY

This is a new Comprehensive School (formerly Loretto Grammar and Bishop Dunn Secondary Schools).

TOOT HILL COMPREHENSIVE
The Banks, Bingham,
Nottm. NG13 8BL

Headmaster: R. Hopwood, B.A.
Mixed: 1,500 (Sixth Form 90)
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TRINITY R.C. (AIDED) COMPREHENSIVE
Headmaster: A. Murphy, B.A.
Mixed: 980 (11-18)
(1) ENGLISH
(2) GEOGRAPHY

This is a new Comprehensive School (formerly Loretto Grammar and Bishop Dunn Secondary Schools).

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Headmaster: R. Hopwood, B.A.
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TRINITY R.C. (AIDED) COMPREHENSIVE
Headmaster: A. Murphy, B.A.
Mixed: 980 (11-18)
(1) ENGLISH
(2) GEOGRAPHY

WARRICKSHIRE

WARRICKSHIRE EDUCATION
The Education Officer,
Warwick Education Office,
Warwick, CV34 4JH

WARRICKSHIRE EDUCATION
The Education Officer,
Warwick Education Office,
Warwick, CV34 4JH

WARRICKSHIRE EDUCATION
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Warwick Education Office,
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